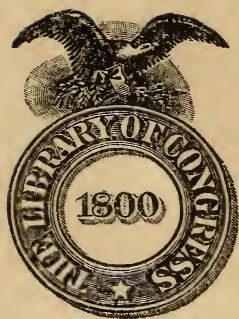


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A  
PRACTICAL SYSTEM  
OF  
ENGLISH GRAMMAR,  
IN WHICH THE PRINCIPLES OF THE LANGUAGE ARE PLAINLY AND  
FAMILIARLY TAUGHT BY  
QUESTIONS AND ANSWERS,  
AND ILLUSTRATED BY A COPIOUS VARIETY OF  
PRACTICAL EXAMPLES.

39  
BY LUTHER AINSWORTH,  
AUTHOR OF "PRACTICAL MERCANTILE ARITHMETIC."

PROVIDENCE:  
B. CRANSTON & CO. JOHN E. BROWN.

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## P R E F A C E .

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THIS system of English Grammar is presented to the public, unattended by any high-sounding title or recommendations to support it ; the author being well aware, that its own merit alone can insure the public patronage. The only hope of its success arises from the belief that sufficient IMPROVEMENT will be found in it, to warrant its adoption by those teachers who wish to avail themselves of every improvement in the science of education.

The author would observe, that the plan of instruction here pursued, is the result of many years spent in the instruction of youth ; he therefore respectfully solicits a careful and thorough examination of the work, and he feels confident that no competent teacher will condemn it, until he has thus examined it. By the interrogative method of instruction, here pursued, the mind of the learner is at once concentrated upon every important part of the subject under consideration, and it is believed that the answers and illustrations are so plain and familiar, as to be clearly understood by any scholar of ordinary capacity, and of a suitable age to engage in the study of Grammar. In this system, it has been the particular object of the author, not only to illustrate every important part of the subject in the plainest manner possible, but, also, to divest it of all incumbrance calculated to perplex and darken the understanding.

It may be thought that some parts of this work are too elaborate for new beginners, particularly the Conjugation of the Verbs; if so, the judgment of the teacher will readily dictate what part may be omitted, the first time going through it; but on a review, it will be found best to require the learner to make himself thoroughly acquainted with each lesson as he proceeds, and also with the application of the Examples for Exercise. It is believed that there is a greater variety of RULES for parsing contained in this system, and more fully adapted to the usages of the language, than can be found in any Grammar now in use; and that the manner in which those Rules are illustrated, is calculated to give the work a decided preference in that respect.

Experience has fully satisfied the author that he hazards little in saying, that a class, under a judicious instructor, and following strictly the plan here laid down, will acquire more practical knowledge of Grammar in three months, than is usually obtained in as many years in the ordinary method of teaching. How extravagant! will, no doubt, be the exclamation of many, on reading the foregoing. But let the experiment be tried, and if it fail, then, and not till then, let the appellation of *extravagance* rest upon

THE AUTHOR.



# ENGLISH GRAMMAR.

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## LESSON I.

### GRAMMAR.

Q. WHAT do you understand by the word, GRAMMAR?

A. GRAMMAR teaches us to express and communicate our thoughts, either in speaking or writing, with strict propriety.

Q. What farther do you learn by the study of Grammar?

A. We learn the nature of SENTENCES, and the particular connexion and dependence of every word of which a sentence is composed.

Q. Into how many Parts is English Grammar divided?

A. Into four Parts, namely, ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

### ORTHOGRAPHY.

Q. What does ORTHOGRAPHY teach you?

A. It teaches us the nature and power of letters, as regards their proper sounds and correct use, in spelling words.

Q. What is the most important division of Letters?

A. Into VOWELS and CONSONANTS.

Q. What is a VOWEL?

A. It is a letter, the speaking or naming of which, makes a distinct articulate sound, and is uttered by a single impulse of the voice, without the aid of any other letter or sound; as a, o, u.

Q. Which are the Vowel letters?

A. They are a, e, i, o, u, and, sometimes, w, and y.

Q. When are w, and y, used as Vowel letters?

A. They are Vowels when they *do not* begin a word or syllable; when they *do* begin a word or syllable, they are Consonants.

Q. Which are the CONSONANTS ?

A. The CONSONANTS comprehend all the letters in the Alphabet, except the Vowels, and are those that cannot be named or spoken without the help of some other letter or sound ; as, b, d, g, l, m, n.

Q. What is a DIPTHONG ?

A. It is a union of two Vowels in one syllable, pronounced by a single impulse of the voice ; as, ea, in eagle ; ou, in ounce ; ei, in either.

Q. How many kinds of Dipthongs are there ?

A. There are two kinds, PROPER and IMPROPER.

Q. What is a PROPER DIPTHONG ?

A. It is one in which both the Vowels are sounded ; as, oi, in the word voice ; ou, in ounce.

Q. What is an IMPROPER DIPTHONG ?

A. It is one in which but one of the Vowels is sounded ; as, ei, in the word either ; ea, in eager.

Q. What is a TRIPTHONG ?

A. It is a union of three Vowels in one syllable, pronounced by one impulse of the voice ; as, eau, in the word beauty ; ieu, in viewing.

#### EXAMPLES FOR EXERCISE.

He was branded as a traitor. Gentlemen may cry peace. Thou probest my wound, instead of healing it. The word burgh, signifies a town or city that sends a member to parliament.

#### QUESTIONS.

Which are the vowels in each word ? Which are consonants ? In which words are w and y, vowels ? In which are they consonants ? In which words are dipthongs ? Are they proper or improper ? In which words are triphthongs ?

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## LESSON II.

### SYLLABLES AND WORDS.

Q. What is a SYLLABLE ?

A. A SYLLABLE is a simple sound, or a combination of sounds, uttered by a single impulse of the voice, and is rep-

represented by one or more letters, forming a word, or a part of a word ; as, a, the, man, pa-per, pal-pa-ble.

Q. What are WORDS ?

A. WORDS are articulate sounds, consisting of one or more syllables, and are used to communicate our ideas to each other.

Q. How are Words, consisting of a different number of syllables, distinguished from each other ?

A. Words of *one* syllable are called Monosyllables. Words of *two* syllables are called Dissyllables. Words of *three* syllables are called Trissyllables. And all Words of more than *three* syllables are called Polysyllables.

Q. How can you tell how many syllables any word must be divided into ?

A. Every word consists of as many syllables as there are single vowels, or single vowels and diphthongs contained in it, excepting such as end with a final e ; as, com-mu-ni-ca-tion, ac-com-mo-date.

Q. How are Words divided, and distinguished from each other ?

A. They are divided into four Classes, and distinguished as PRIMITIVE, DERIVATIVE, SIMPLE, and COMPOUND.

Q. What is a PRIMITIVE WORD ?

A. It is a Word expressed in its simple, radical form, and cannot be reduced to any more simple word in the language ; as, man, hope, good, content.

Q. What is a DERIVATIVE WORD ?

A. It is a Word formed from a Primitive Word, by the addition of one or more syllables ; as, manful, hopeless, goodness, contentedness.

Q. What is a SIMPLE WORD ?

A. It is a Word expressed in a simple form, and is not compounded by the addition of any other word ; as, justice, patience, love, fear.

Q. What is a COMPOUND WORD ?

A. It is a Word composed of two or more simple Words ; as, man-kind, book-seller, house-keeper, meeting-house.

#### EXAMPLES.

I give my hand and my heart to this vote. Go, starve, and be forgotten. He was a harsh overseer. The glow-worm shows the matin to be near. The rainbow is a beautiful emblem of the protecting providence of the Almighty.



## QUESTIONS.

What words are primitive? Which are derivative? Which are simple? Which are compound? Which words are monosyllables? Which are dissyllables? Which are trisyllables? Which are polysyllables? In which words are diphthongs? In which are triphthongs?

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## LESSON III.

## ETYMOLOGY.

Q. Of what does ETYMOLOGY treat?

A. It treats of the several PARTS OF SPEECH, the CLASSES into which they may be divided, and the changes to which they are subject, in order to adapt them to their proper situation in a sentence, as regards their agreement and government.

Q. Into how many classes are English words divided?

A. They are divided into ten Classes, and are called PARTS OF SPEECH.

Q. What are the names of those Classes, or Parts of Speech?

A. The Article, Noun, Adjective, Pronoun, Verb, Participle, Adverb, Preposition, Conjunction, and Interjection.

## THE ARTICLE.

Q. What is an ARTICLE, and for what is it used?

A. An ARTICLE is a word placed before a noun, and is used to determine the extent of its signification, as relating to one or more.

Q. How many Articles are there?

A. There are two, *a* or *an*, and *the*.

Q. What is *a* or *an* called, and how is it used?

A. *A* or *an* is called the Indefinite Article, and is used to point out *one thing* of any kind, but does not designate which particular thing of that kind is meant; as, if I say hand me *a* book, you may hand me any book near you. The boy caught *a* bird, does not designate what kind of a bird.



Q. When is *an* used instead of *a*?

A. *An* is used before words that begin with a vowel ; as, a, e, i, o, u ; and, also, before words that begin with a silent *h* ; as, *an* apple, *an* eagle, *an* inkstand, *an* ounce, *an* hour, *an* honest man.

Q. Why is *an* used instead of *a*?

A. To render the pronunciation of the word easier ; as it is much easier to say *an* eagle, than to say *a* eagle ; *an* enemy, than *a* enemy ; *an* honest man, than *a* honest man.

Q. Is not *a* sometimes used before words that signify more than *one*?

A. *A* is used before Nouns of Multitude, or that signify many single things ; as, a dozen, a hundred, a thousand, a million.

Q. Does *a* or *an* ever include the meaning of any other word?

A. It often means the same as each or every ; as, he earns two dollars *a day* ; that is, two dollars each and every day. We rode ten miles *an hour*, that is, each or every hour.

Q. What is *the* called, and how is it used?

A. *The* is called the Definite Article, and is used to designate some particular thing or things of the kind spoken of ; as, *the* King of England, *the* President of the United States. Also, when I say, Henry, give me *the* book, I mean a particular book that has been mentioned.

Q. Is the Article, *the*, ever used in connexion with any other words than with nouns?

A. It is often used before Adjectives and Adverbs in the comparative degree, to express that degree more strongly ; as, *the more* I read the book, *the better* I like it ; *the less* that is said on that subject, *the better* it will be for him.

Q. Is it ever necessary that the Articles should be omitted?

A. It is, when nouns are taken in their most extended signification ; as, Man is subject to death ; that is, all mankind. Woman is the ornament of creation ; that is, womankind.

#### EXAMPLES.

The fleet was seen sailing up the channel. The eagle is an emblem of courage and strength. The birds awake to music at the approach of day. He would never do a mean or a dishonorable action.

## QUESTIONS.

What articles in each sentence? Are they definite or indefinite? What words do they point out? In which words do you find diphthongs? Are they proper or improper? Do you find any triphthongs?

## LESSON IV.

## THE NOUN.

Q. What is a Noun?

A. A Noun is the name of any person, place or thing; as, James, Boston, house, mountain, tree. It is, also, the name of any quality or propensity of the mind; as, virtue, vice, pride, modesty, hunger, thirst, haughtiness, revenge.

Q. How may a Noun always be distinguished or known?

A. Any word or thing that we can talk of, or make the subject of discourse, is a *Noun*; as, Philosophy, Chemistry, Mathematics, Theology; also, any thing that we can taste, feel, hear, or see, is a Noun.

Q. How are Nouns divided?

A. They are divided into two classes, PROPER and COMMON.

Q. What are COMMON Nouns?

A. COMMON Nouns are appropriated to general names of things; as, boy, girl, king, queen, house, field, river, mountain. Also, to designate a whole class or species; as, The fish that swim in the sea. The fowl that fly in the air.

Q. What are PROPER Nouns, and how are they used?

A. Proper Nouns are the names of individual persons, places, and things, and are always used to point out one or more of those individuals; as, John Smith, Mary Andrews, New-York, Boston, Providence, Alleghany Mountains, Mount Washington, Narragansett Bay, Long Island.

Q. In what other particular can you distinguish a Common from a Proper Noun?

A. A Common Noun should never begin with a capital letter, except at the beginning of a sentence or of a line in poetry. Proper Nouns will always begin with a capital letter; as, I have bought the *book*, that you sold to *James Smith*.

## MODIFICATIONS OF NOUNS.

Q. What is meant by the MODIFICATION of Nouns or of any of the Parts of Speech?

A. By MODIFICATION is meant the changes in the form and ending of words, to which the several Parts of Speech are subject, in order to adapt them to their appropriate situations in a sentence, as regards their Person, Number, Mode, Tense, Agreement, and Government.

Q. How many Modifications belong to Nouns?

A. Four, namely, Person, Number, Gender, and Case.

Q. How many Persons have Nouns?

A. They have three Persons, the First, the Second, and the Third.

Q. How is the First Person distinguished?

A. The First Person denotes the speaker, or myself, as speaking; as, I, your *teacher*, desire your improvement. I, your *commander*, must be obeyed. Here, the Nouns, *teacher* and *commander* are in the First Person, because they are the persons speaking.

Q. When are Nouns in the Second Person?

A. When they are addressed, or spoken to, and always have reference to *you*, or *yourself*; as, *James*, why do you not study? *Mary*, you are idle. O, *John*, you are wrong. O, thou *Ruler* of the Universe. Here, the Nouns, *James*, *Mary*, *John*, and *Ruler*, are all of the Second Person, because they are spoken to.

Q. When are Nouns of the Third Person?

A. They are of the Third Person, when the *person*, *place* or *thing* is spoken of, or conversed about; as, *Henry* has found his *book*. Have you seen *Charles*? He told me *John* had found my *ball*. Here, the Nouns, *Henry*, *book*, *Charles*, *John*, and *ball*, are all in the third person, because they are spoken of, or conversed about.

## EXAMPLES.

I, John Smith, of lawful age, testify and say. I, your friend, desire your happiness and prosperity. Jane, your mother has bought you a new bonnet. O, Thomas! your horse has run away with your chaise! Benjamin, where is George? Samuel, the sheep are in the meadow, take the dog, and drive them into the pasture.



## QUESTIONS.

Which are the nouns in each sentence? Are they proper or common? Are they first, second, or third persons? What articles are there? Are they definite or indefinite?

☞ In these Examples, as well as in all that follow, the teacher will do well to extend his inquiries to such particulars as will bring into exercise all the information the learner acquires as he progresses in his recitations.

## LESSON V.

## NUMBER.

Q. What is NUMBER?

A. NUMBER is that distinction of Nouns, which we make in speaking of one or more persons or things.

Q. How many Numbers have Nouns?

A. Two, the Singular and Plural Number.

Q. What does the Singular Number denote?

A. It denotes *one single* person, place or thing; as, William, Boston, house, a man, an orange, the boy.

Q. What does the Plural Number denote?

A. It denotes *any number* of objects, more than *one*, as, men, birds, cities, houses, trees.

Q. How is the plural of Nouns formed?

A. It is *generally* formed by adding *s* to the singular; as, table, tables; apple, apples; a bird, three birds.

Q. When is *es* added to the singular, to form the plural?

A. When the singular ends in *o*, *x*, *ch*, *sh*, or *ss*, *es* is added to form the plural; as, hero, heroes; box, boxes; church, churches; bush, bushes; dress, dresses.

Q. When *ch* has the sound of *k* in the singular, how is the plural formed?

A. By adding *s* only to the singular; as, monarch, monarchs.

Q. When the Singular Number ends in *f*, or in *fe*, how do you form the Plural?

A. By changing the *f*, or *fe*, into *ves*; as, life, lives; knife, knives; staff, staves; calf, calves.

Q. When the Singular ends in *ff*, or in *f* preceded by *oo*, how do you form the Plural?

A. By adding *s* only ; as, ruff, ruffs ; muff, muffs ; roof, roofs ; hoof, hoofs.

Q. When the Singular ends in *y*, preceded by a consonant, how is the Plural formed?

A. By changing the *y* into *ies* ; as, lady, ladies ; body, bodies ; fly, flies ; sky, skies.

Q. When *y* is preceded by a vowel, how is the Plural formed?

A. It is formed by adding *s*, only ; as, day, days ; key, keys ; toy, toys ; boy, boys.

Q. Are all Nouns varied to express the two Numbers?

A. All Nouns are not ; some are used only in the Singular Number, others only in the Plural, and some are the same in *both* numbers.

Q. What Nouns are used only in the Singular Number?

A. Most of the vegetable and mineral productions of the earth ; as, hay, wheat, rye, barley, rice, pitch, tar, turpentine, gold, silver, copper, lead, iron, zinc ; also, the passions and propensities of the mind ; as, pride, sloth, industry, humbleness, haughtiness, meekness, chasteness, lewdness, nobleness, goodness, reverence:

Q. What Nouns are used only in the Plural Number?

A. Such as are composed of several parts, but are so united as to be known by one particular name ; as, bellows ; scissors, tongs, shears, snuffers, lungs, vitals, entrails, ashes, embers, bowels, archives, tidings, thanks, vespers, victuals.

Q. What Nouns are the same in *both* Numbers?

A. Such as deer, sheep, swine, salmon, perch, trout.

Q. Can you give me the Plural of the following Nouns?

| Questions. | Answers. | Questions. | Answers.             |
|------------|----------|------------|----------------------|
| Man        | Men      | Penny      | Pence                |
| Woman      | Women    | Foot       | Feet                 |
| Ox         | Oxen     | Tooth      | Teeth                |
| Goose      | Geese    | Brother    | Brethren or Brothers |
| Mouse      | Mice     | Child      | Children             |
| Die        | Dice     |            |                      |

N. B. Many nouns, derived from ancient and foreign languages, form their plurals according to the rules of those languages, and are, of course, irregular as respects our own.

Q. Can you give me the Plural of the following Nouns ?

| <i>Questions.</i> | <i>Answers.</i> | <i>Questions.</i> | <i>Answers.</i>    |
|-------------------|-----------------|-------------------|--------------------|
| Antithesis        | Antitheses      | Erratum           | Errata             |
| Appendix          | Appendixes      | Genius            | Genii or Geniuses  |
| Arcanum           | Arcana          | Genus             | Genera             |
| Automaton         | Automata        | Index             | Indices or Indexes |
| Axis              | Axes            | Hypothesis        | Hypotheses         |
| Basis             | Bases           | Lamina            | Laminae            |
| Cherub            | Cherubim        | Medium            | Media              |
| Crisis            | Crises          | Metamorphosis     | Metamorphoses      |
| Criterion         | Criteria        | Magus             | Magi               |
| Datum             | Data            | Memorandum        | Memoranda          |
| Ellipsis          | Ellipses        | Phenomenon        | Phenomena          |
| Effluvium         | Effluvia        | Radius            | Radii              |
| Emphasis          | Emphases        | Stamen            | Stamina            |
| Encomium          | Encomia         | Thesis            | Theses             |

#### EXAMPLES.

The oxen plough the field. The die is cast. He gave three pence for an orange. His foot is lame. The children are at school. Wheat is dear. Barley is plenty. Where are the scissors? The sheep are in the meadow. That sheep is mine. What church is that? Hand me the box. The crisis has arrived. The sky is serene. The roof is on fire. Gold is precious.

#### QUESTIONS.

Which are the nouns? Are they proper or common? Of what person are they? Why? What number? Why? What is the singular or plural of it? How is the plural formed?

### LESSON VI.

#### GENDER.

Q. What is meant by the GENDER of Nouns?

A. By GENDER is understood the distinction of the sexes.

Q. How many Genders have Nouns?

A. Three, the MASCULINE, FEMININE, and NEUTER.



Q. What does the MASCULINE GENDER denote ?

A. It denotes all persons and animals of the Male kind ; as, man, boy, king, governor, master, gentlemen.

Q. What does the FEMININE GENDER denote ?

A. It denotes all persons and animals of the Female kind ; as, woman, girl, queen, princess, governess, lady.

Q. What does the NEUTER GENDER denote ?

A. It denotes all inanimate things, or things without life, and that are neither male nor female ; as, house, tree, iron, copper, brass, earth, air, water, fruit.

Q. Are not many Nouns, which are, in their nature, of the Neuter Gender, often used as Masculine or Feminine Gender ?

A. They are so used by a "figure of speech," called PERSONIFICATION.

Q. What do you understand by the PERSONIFICATION of a Noun ?

A. A Noun is Personified when it is made to take the place of a person as speaking or acting, or as being spoken to ; as, "Doth not *Wisdom* cry, and *Understanding* put forth her voice." "I, *Wisdom*, dwell with *Prudence*." "O, *Virtue*, how amiable thou art." Here, *Wisdom*, *Understanding*, *Prudence*, and *Virtue*, are *personified*, because they are used as persons, acting, speaking, or being spoken to.

Q. When Nouns are thus Personified, how are their Genders distinguished ?

A. Those are used as Masculine, which are supposed to resemble Males in their character ; namely, such as are noted for strength, influence, power, sublimity ; such as are bold, daring, powerful, overbearing ; also, those that possess the power of imparting influence to other objects.

Q. Which are some of the Nouns, that are used as Masculine, when Personified ?

A. The Sun, the Ocean, War, Pestilence, Death, Time, Anger, Fear, Winter, Hurricane, and the like.

Q. How are those, supposed to belong to the Feminine Gender, distinguished ?

A. Those are of the Feminine Gender, which resemble the female character ; namely, such as are beautiful, amiable, feeble, gentle, prolific ; also, such as are calculated to receive influence from other objects.

Q. What Nouns are used in the Feminine Gender, when Personified ?

A. The Earth, the Moon, Hope, Reason, Religion, Peace, Fortune, Nature, Faith, Spring ; also, the names of flowers, as, the Lily, the Violet, the Tulip, the Rose, the Snow-Drop.

Q. In how many ways are the Genders of Nouns, or the sexes distinguished ?

A. They are distinguished in three different ways.

Q. What is the first and most regular method of distinguishing them ?

A. By a different termination or ending of the Noun.

Q. Can you give me the Feminine Gender of the following Nouns ?

| <i>Questions.</i> | <i>Answers.</i> | <i>Questions.</i> | <i>Answers.</i>       |
|-------------------|-----------------|-------------------|-----------------------|
| Abbot             | Abbess          | Jew               | Jewess                |
| Actor             | Actress         | Lion              | Lioness               |
| Ambassador        | Ambassadors     | Marquis           | Marchioness           |
| Arbiter           | Arbitress       | Mayor             | Mayoress              |
| Baron             | Baroness        | Patron            | Patroness             |
| Benefactor        | Benefactress    | Poet              | Poetess               |
| Caterer           | Cateress        | Priest            | Priestess             |
| Conductor         | Conductress     | Prince            | Princess              |
| Count             | Countess        | Prior             | Prioress              |
| Deacon            | Deaconess       | Prophet           | Prophetess            |
| Doctor            | Doctress        | Protector         | Protectress           |
| Elector           | Electress       | Seamster          | Seamstress            |
| Governor          | Governess       | Sultan            | Sultanness or Sultana |
| Heir              | Heiress         | Tiger             | Tigress               |
| Host              | Hostess         | Tutor             | Tutoress or Tutress   |
| Hunter            | Huntress        | Viscount          | Viscountess           |

Q. The following Nouns are more irregular, can you give me the feminine of them ?

| <i>Questions.</i> | <i>Answers.</i> | <i>Questions.</i> | <i>Answers.</i>      |
|-------------------|-----------------|-------------------|----------------------|
| Administrator     | Administratrix  | Male              | Female               |
| Bridegroom        | Bride           | Testator          | Testatrix            |
| Executor          | Executrix       | Traitor           | Tratrix or Traitress |
| Duke              | Duchess         | Czar              | Czarina              |
| Hero              | Heroine         | Widower           | Widow                |
| Langrave          | Langravine      |                   |                      |

Q. What is the second method of distinguishing the sexes ?

A. By different names or words.



Q. Can you give me the Feminine Gender of the following Nouns?

| <i>Questions.</i> | <i>Answers.</i> | <i>Questions.</i> | <i>Answers.</i> |
|-------------------|-----------------|-------------------|-----------------|
| Bachelor          | Maid            | King              | Queen           |
| Boy               | Girl            | Lad               | Lass            |
| Brother           | Sister          | Lord              | Lady            |
| Buck              | Doe             | Man               | Woman           |
| Drake             | Duck            | Master            | Mistress        |
| Earl              | Countess        | Nephew            | Niece           |
| Father            | Mother          | Sloven            | Slut            |
| Friar             | Nun             | Son               | Daughter        |
| Hart              | Roe             | Uncle             | Aunt            |
| Husband           | Wife            | Wizard            | Witch           |

Q. What is the third method of distinguishing the sexes?

A. By prefixing a word, or attribute of distinction.

Q. What is the Feminine Gender of the following

| <i>Questions.</i> | <i>Answers.</i>   |
|-------------------|-------------------|
| Man-servant       | Maid-servant      |
| Male-child        | Female-child      |
| Male-descendant   | Female-descendant |
| He-goat           | She-goat          |
| Male-orphan       | Female-orphan     |

#### EXAMPLES.

The actors performed their parts well; but the actresses were deficient. The baroness was not present. The administrator embezzled the estate. His benefactress will protect him. The governor granted his pardon. My hostess is very kind. The hero and heroine of the play were well represented. The Dutchess is an excellent character, but the Duke is covered with infamy. Lady King is the daughter of Lord Byron. His male descendants are all dead. There are no female children remaining except a little orphan girl.

#### QUESTIONS.

What articles? Are they definite, or indefinite? What nouns? Proper or common? Of what number? What in the singular? How in the plural? How formed? Of what gender? What in the masculine? What in the feminine? Under which class of formation does each come?

## LESSON VII.

## CASE.

Q. What do you understand by the CASE of a Noun?

A. The CASE of a Noun denotes the particular relation and connexion in which the Noun stands to another word, as relates to its being the agent or doer of an action; or of its being acted upon by some agent or doer.

Q. How many Cases have Nouns?

A. They have three Cases; the Nominative, the Possessive, and the Objective.

Q. What does the Nominative Case denote?

A. It denotes the agent, or doer of an action, and is the subject of the verb. If mere existence or being, or a particular state of being is implied, the person or thing that exists, or that is in such state of being, is in the Nominative Case.

Q. In the following sentences, viz.: John is, John exists, John lives, what is implied?

A. In those sentences, mere existence or being is implied.

Q. Who is? Who exists? Who lives?

A. John.

Q. What Case then is John in? and why?

A. In the Nominative Case, because John is the subject of the Verbs, *is*, *exists*, and *lives*.

Q. In the following expressions, viz. James sleeps, James sits, James is sick, James is crazy, what is implied?

A. In these sentences, not merely *being*, but a particular *state* of being is implied.

Q. Who is sick? Who sleeps? Who sits? Who is crazy?

A. James.

Q. What Case then is James in? and why?

A. In the Nominative Case, because James is the subject of the verbs, and is the person who is in those particular states of being.

Q. When an action is performed, a deed done, or a crime committed, what will always be the Nominative Case of such action?

A. The person or thing that performed the action, or deed, or that committed the crime; as, The *carpenter* built the house. The *wind* blew the house down. The *man* murdered his friend.

Q. Who built the house? What blew the house down? Who murdered his friend?

Q. What Case, then, are *carpenter*, *wind*, and *man* in, and why?

A. They are in the Nominative Case, because they are the agents that have performed those actions.

Q. What does the Possessive Case denote?

A. It denotes the possession of property or ownership; as, the man's farm, the king's son, my father's house. Here the Nouns, *man's*, *king's*, and *father's*, are in the Possessive Case, because they denote the possession of property or ownership.

Q. How is the Possessive Case formed, or written?

A. It is generally formed by adding *s* to the Noun, separated by an apostrophe ( ' ); as, *John's* hat. *Mary's* book. The *boy's* father.

Q. When the plural ends in *s*, or the singular ends in *ss*, how is the Possessive Case written?

A. The apostrophe only is generally added, and not the additional *s*; as, For *goodness'* sake. On *eagles'* wings. The *Indians'* hunting grounds are destroyed.

Q. When the Noun ends in *ence*, how is the Possessive Case to be written?

A. The apostrophe, only, is to be added; as, For *conscience'* sake. For *prudence'* sake.

Q. When proper names end in *s*, how are they to be written in the Possessive Case?

A. The apostrophe and *s* are both usually added; as, *Adams's* administration. *Thomas's* almanac. *James's* book. But when proper names end in *us*, the apostrophe only may be added; as, *Jesus'* love. *Brutus'* speech. *Cornelius'* son.

Q. In those nouns which are alike in both numbers, as, deer, sheep, swine, how is the possessive singular distinguished from the possessive plural?

A. In the singular number, the apostrophe is placed *before* the *s*, but in the plural it is placed *after* it; as, *Possessive Singular*, The *sheep's* lamb. The *deer's* track. The *swine's* food. *Possessive Plural*, The *sheeps'* pasture. The *deers'* tracks. The *swines'* food.

N. B. Names ending in *n*, form the possessive case, both in the singular and plural, the same; as, The man's hat; the men's hats. The woman's bonnet; the women's bonnets.



Two Nouns in the Possessive Case may sometimes follow each other ; as, Peter's wife's mother lay sick of a fever. My father's brother's son is here.

Q. What does the Objective Case denote ?

A. It denotes the object of a Verb, or Preposition, and is that state of a Noun which is immediately affected by the action of the Verb, or by the Preposition ; as, James struck *Charles*. John caught the *birds*. Henry threw the *stone* that hit *John*. Here *Charles*, *birds*, *stone*, and *John*, are the particular objects of the actions, *struck*, *caught*, *threw*, and *hit*. They are therefore in the Objective Case, and governed by those actions. He hit Charles *with a stone*. They went *into* the house. We passed *over* the river. Here *stone*, *house*, and *river*, are the objects of the words, or prepositions, *with*, *into*, and *over*, and are therefore in the Objective Case, and governed by them.

#### EXAMPLES.

We saw large droves of cattle on the road. By the constitution, every man's house is his castle. A prison, with a good conscience, is better than a palace with a guilty one. Hail, holy light, offspring of heaven. The man's buildings were destroyed by fire. Charles, why do you hurt that boy? Boys, will you do an errand for me? James, your father's horse has run away with your uncle's chaise.

#### QUESTIONS.

Which are the articles? Are they definite or indefinite? Which are the nouns? Are they proper or common? Singular or plural? How is the plural formed? Of what person, and why? In what case, and why?

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### LESSON VIII.

#### THE ADJECTIVE.

Q. What is an ADJECTIVE ?

A. An ADJECTIVE is a word joined to a Noun, to express its quality, or number, to restrict its meaning, or to define its color or shape ; as, A *sweet* apple. A *pleasant* day. *Two*

men. *Four* boys. A *short* voyage. A thin plank. A square box. A white hat.

Q. Into how many Classes may Adjectives be divided?

A. Into four Classes, namely, Common, Numeral, Ordinal, and Superlative.

Q. What do you understand by Common Adjectives?

A. They are such as are generally used to express the quality, color, or shape of the Noun; that is, to tell us what *kind* of thing, any thing is; as, A *sweet* temper. A *large* house. A *diamond* ring. A *red* shawl. A *round* ball. A *long* pole. A *deep* river. A *high* mountain.

Q. What are Numeral Adjectives?

A. They are such as are used to express number; as, *One, two, three, four, five*, and so on, to any number.

Q. What are Ordinal Adjectives?

A. They are those which are used to express the *order* of things; as, First, second, third, fourth, fifth, and so on, indefinitely.

Q. What are Superlative Adjectives?

A. They are such as will not admit of any increase of quality, or circumstance; being such as express in themselves, the highest possible degree.

Q. Which are some of the principal Adjectives of this class?

A. They are, almighty, all-powerful, eternal, everlasting, omnipotent, omnipresent, perpetual, perfect, supreme, straight, round, square.

Q. Of what variations or modifications do Adjectives admit?

A. They admit only of the degrees of comparison, not being varied on account of person, number, gender, or case.

Q. How many degrees of comparison have Adjectives?

A. They have three degrees, namely; the Positive, the Comparative, and the Superlative degrees.

Q. What does the Positive degree express?

A. It expresses the simple quality of a noun, without reference to the quality of any other object; as, A *noble* action. A *wise* man. A *beautiful* flower.

Q. What does the Comparative degree express?

A. It expresses an increase or decrease of the quality of a noun, as compared with some other object; as, A *nobler*

action. A *wiser* man. A *more beautiful* flower. Or, A *less noble* action. A *less beautiful* flower.

Q. What does the Superlative degree express?

A. It expresses the quality of a Noun, in the highest or lowest degree, as compared with other objects; as, The *noblest* action. The *wisest* man. The *most beautiful* flower. Or, The *least noble* action. The *least wise* man. The *least beautiful* flower.

Q. How is the Comparative degree formed from the Positive.

A. When the Adjective consists of one syllable, the Comparative is formed by adding *r*, or *er*, to the positive; as, wise, *wiser*; great, *greater*; hard, *harder*; high, *higher*.

Q. How is the Superlative degree formed from the Positive?

A. When the Comparative degree is formed by adding *r*, or *er*, the Superlative is formed by adding *st*, or *est*, to the Positive; as, wise, *wiser*, *wisest*; great, *greater*, *greatest*; hard, *harder*, *hardest*. The Comparative and Superlative degrees are sometimes formed by placing the words *less*, and *least*, before Adjectives; as, *less* wise, *least* wise.

Q. When Adjectives consist of more than one syllable, how are the Comparative and Superlative degrees formed?

A. By placing the words *more*, and *most*, before the Adjective; as, amiable, *more* amiable, *most* amiable.

Q. How do you compare the following Adjectives?

| Questions. | Positive.  | Comparative.    | Superlative.    |
|------------|------------|-----------------|-----------------|
| Amiable    | Amiable    | more Amiable    | most Amiable    |
| Angelic    | Angelic    | more Angelic    | most Angelic    |
| August     | August     | more August     | most August     |
| Avaricious | Avaricious | more Avaricious | most Avaricious |
| Bold       | Bold       | Bolder          | Boldest         |
| Broad      | Broad      | Broader         | Broadest        |
| Beautiful  | Beautiful  | more Beautiful  | most Beautiful  |
| Base       | Base       | Baser           | Basest          |
| Careful    | Careful    | more Careful    | most Careful    |
| Cruel      | Cruel      | more Cruel      | most Cruel      |
| Credible   | Credible   | more Credible   | most Credible   |
| Dear       | Dear       | Dearer          | Dearest         |
| Direful    | Direful    | more Direful    | most Direful    |
| Dreadful   | Dreadful   | more Dreadful   | most Dreadful   |



| <i>Questions.</i> | <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i> |
|-------------------|------------------|---------------------|---------------------|
| Durable           | Durable          | more Durable        | most Durable        |
| Eager             | Eager            | more Eager          | most Eager          |
| Easy              | Easy             | Easier              | Easiest             |
| Efficacious       | Efficacious      | more Efficacious    | most Efficacious    |
| Fair              | Fair             | Fairer              | Fairest             |
| Fanciful          | Fanciful         | more Fanciful       | most Fanciful       |
| Few               | Few              | Fewer               | Fewest              |
| Fine              | Fine             | Finer               | Finest              |
| Great             | Great            | Greater             | Greatest            |
| Green             | Green            | Greener             | Greenest            |
| Handsome          | Handsome         | Handsome            | Handsome            |
| Humane            | Humane           | more Humane         | most Humane         |
| Humble            | Humble           | more Humble         | most Humble         |
| Judicious         | Judicious        | more Judicious      | most Judicious      |
| Kind              | Kind             | Kinder              | Kindest             |
| Lovely            | Lovely           | more Lovely         | most Lovely         |
| Ludicrous         | Ludicrous        | more Ludicrous      | most Ludicrous      |
| Manly             | Manly            | more Manly          | most Manly          |
| Munificent        | Munificent       | more Munificent     | most Munificent     |
| Noble             | Noble            | more Noble          | most Noble          |
| Numerous          | Numerous         | more Numerous       | most Numerous       |
| Old               | Old              | Older               | Oldest              |
| Painful           | Painful          | more Painful        | most Painful        |

Q. How do you compare the following Irregular Adjectives ?

| <i>Questions.</i> | <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i> |
|-------------------|------------------|---------------------|---------------------|
| Good              | Good             | Better              | Best                |
| Bad or Ill        | Bad or Ill       | Worse               | Worst               |
| Late              | Late             | Later               | Last                |
| Little            | Little           | Less                | Least               |
| Much or Many      | Much or Many     | More                | Most                |
| Near              | Near             | Nearer              | Nearest or Next     |

Q. Are Adjectives ever used as Nouns ?

A. They are used and passed as Nouns, when the Nouns to which they relate are not expressed. but understood ; as, The *wise* may suffer wreck, the *foolish* must. The *good* shall be rewarded, but the *wicked* punished. Here *wise*, *foolish*, *good*, and *wicked*, though Adjectives, are used and passed as Nouns, because the Nouns to which they relate, not being

expressed, they represent those classes of objects that are denoted by the qualities they express.

Q. Are Nouns ever used as Adjectives?

A. They are often so used.

Q. Can you give some examples of Nouns being used as Adjectives?

A. We took a *morning* walk. I saw a large *corn* field. Can you pick me a *rose* bud? Let us walk in the *flower* garden. He owns a *cotton* factory. They sailed in the *Liverpool* packet. Here, *morning*, *corn*, *rose*, *flower*, *cotton*, and *Liverpool*, are all used as Adjectives, because they describe the Nouns, *walk*, *field*, *bud*, *garden*, *factory*, and *packet*.

Q. How may an Adjective easily be distinguished from any other part of speech?

A. An Adjective may generally be distinguished by adding the Noun, *thing*, to any word; if the expression make sense, the word is an Adjective; as, a *good* thing, a *bad* thing, a *great* thing, a *dreadful* thing, *no* thing.

#### EXAMPLES.

In a clear evening, more than a thousand stars can be seen with the naked eye. He was incapable of a mean action. A gentle current rippled by. He was guilty of a less noble action. Three boys were drowned by sliding on the thin ice. Perpetual motion has not yet been discovered. O thou Omnipotent Jehovah, whose existence is eternal, whose wisdom is perfect. The vain and the proud are liable to fall. The best may often err, the bad always do so. The evening sky is clear and blue. We are building a woollen factory. He sold twenty bushels of clover seed. We saw no enemy in our excursion.

#### QUESTIONS.

Which are nouns? Are they proper or common? Of what person? number? gender? case? and why? Which are adjectives? To which class do they belong? What degree of comparison? How compared? To what nouns do they belong? What adjectives are used as nouns? What nouns are used as adjectives?



## LESSON IX.

## THE PRONOUN.

Q. What is a PRONOUN ?

A. A PRONOUN is a word that stands as the representative of a noun, and is used to prevent the repetition of the noun to which it refers ; as, I saw James, and *he* (James) told me *he* (James) was going to Boston, and that *he* (James) should return to-morrow. Here, the pronoun, *he*, is used instead of James, and thus prevents the too frequent use of that noun.

Q. Into how many classes may Pronouns be divided ?

A. They are divided into three classes, namely, Personal, Relative, and Adjective Pronouns.

## PERSONAL PRONOUNS.

Q. What are PERSONAL PRONOUNS ?

A. They are those which always show by their form which of the three persons they represent, whether the First, the Second, or the Third Person.

Q. How many Personal Pronouns are there ?

A. There are five, namely, *I*, *thou*, *he*, *she*, and *it*, in the singular number ; and *we*, *ye* or *you*, and *they*, in the plural number.

Q. Do Personal Pronouns always refer to persons ?

A. They do not. They refer equally to persons, to animals, and to things ; as, The man said *he* (the man) would call again. The horse that was hurt is dead, for I saw *him* (the horse) after *he* (the horse) died. The book is mine, for I bought *it*, (the book,) and intend to keep *it* (the book) and not destroy *it* (the book).

Q. How many things or Modifications belong to Personal Pronouns ?

A. Four, namely, Number, Person, Gender, and Case.

Q. How many Numbers have Pronouns ?

A. Like nouns, they have two numbers, the Singular and Plural.

Q. How many persons have Pronouns ?

A. They have three Persons, the First, the Second, and the Third.

Q. How are the three persons distinguished ?

A. In the singular number, *I* is the first person, and always represents *myself* as the person speaking. *Thou* or *you* is the Second Person, and denotes the person or animal spoken to. *He*, *she*, and *it*, are of the Third Person, and denote the person, animal, or thing spoken of. In the plural number, *we* is the first person, *ye* or *you* is the second, and *they* is the third person.

Q. Are any of the Personal Pronouns varied to designate the different genders ?

A. The third person singular, only, is varied to denote the genders. *He* is masculine, *she* is feminine, and *it* is neuter. The other persons, namely, *I*, *we*, *ye* or *you*, and *they*, are the same in all the genders.

Q. How many CASES have Pronouns ?

A. Like nouns, they have three CASES, the Nominative, the Possessive, and the Objective.

Q. What do you understand by *declining* a noun or pronoun ?

A. To decline a noun or pronoun, is to give the several variations of the word, necessary to adapt it to any case in which it is proper it should be placed in a sentence.

Q. How is the First Personal Pronoun declined ?

| A.                | <i>Singular.</i>  | <i>Plural.</i>                       |
|-------------------|-------------------|--------------------------------------|
| <i>Nominative</i> | <i>I</i>          | <i>Nominative</i> <i>We</i>          |
| <i>Possessive</i> | <i>My or Mine</i> | <i>Possessive</i> <i>Our or Ours</i> |
| <i>Objective</i>  | <i>Me</i>         | <i>Objective</i> <i>Us</i>           |

Q. How is the Second Person declined ?

| A.                | <i>Singular.</i>    | <i>Plural.</i>                         |
|-------------------|---------------------|--|
| <i>Nominative</i> | <i>Thou</i>         | <i>Nominative</i> <i>Ye or You</i>     |
| <i>Possessive</i> | <i>Thy or Thine</i> | <i>Possessive</i> <i>Your or Yours</i> |
| <i>Objective</i>  | <i>Thee</i>         | <i>Objective</i> <i>You</i>            |

Q. How is the Third Person, masculine gender, declined ?

| A.                | <i>Singular.</i> | <i>Plural.</i>                           |
|-------------------|------------------|--|
| <i>Nominative</i> | <i>He</i>        | <i>Nominative</i> <i>They</i>            |
| <i>Possessive</i> | <i>His</i>       | <i>Possessive</i> <i>Their or Theirs</i> |
| <i>Objective</i>  | <i>Him</i>       | <i>Objective</i> <i>Them</i>             |

Q. How is the Third Person, feminine gender, declined ?

| Singular.  |             | Plural.    |                 |
|------------|-------------|------------|-----------------|
| Nominative | She         | Nominative | They            |
| Possessive | Her or Hers | Possessive | Their or Theirs |
| Objective  | Her         | Objective  | Them            |

Q. How is the Third Person, neuter gender, declined ?

| Singular.  |     | Plural.    |                 |
|------------|-----|------------|-----------------|
| Nominative | It  | Nominative | They            |
| Possessive | Its | Possessive | Their or Theirs |
| Objective  | It  | Objective  | Them            |

Q. How are the different words, or the different terminations of the Possessive Case, as, my, mine ; her, hers ; your, yours, used in distinction from each other ?

A. The possessives, *my*, *thy*, *her*, *our*, *your*, and *their*, are always used when the noun, which they possess is expressed; as, my book, thy pen, her slate, our house, your brother, their friends.

Q. How are the possessives, *mine*, *thine*, *hers*, *ours*, *yours*, and *theirs*, used ?

A. They are always used when the noun, to which they belong, is *not* expressed, but understood ; as, This is *my* book, and that is *thine*. This is *your* pen, and that is *mine*. This is *his* slate, and that is *hers*. These are *our* apples, and not *yours*.

Q. How is the possessive *his* used ?

A. *His* is used the same, whether the noun to which it belongs is expressed, or understood ; as, This is my knife, and that is *his*. Or, This is *his* knife, and that is mine.

Q. When the words, self and selves, are added to Pronouns, what are they called ?

A. They are called Compound Personal Pronouns ; as, myself, himself, themselves.

Q. Are the Compound Personal Pronouns declined or varied in the different Cases ?

A. They are not. They are never used in the possessive case, and are always the same in the nominative and objective cases. The only variation they admit, is the singular and plural ; as, myself, herself, himself, and yourself, in the singular ; and ourselves, yourselves, and themselves, in the plural.



Q. Why are the Compound Pronouns used instead of the Simple Pronouns?

A. They are used to give a greater emphasis, or to denote a more emphatical distinction of the pronouns; as, *I myself* will attend to it. We *ourselves* are responsible for the act, and not you. If he goes, *himself*, the business will be attended to.

Q. In what other way are the Compound Pronouns used?

A. They are often used to express reciprocal action, or an action that terminates on the agent or doer of the act; as, He injures *himself*. She admires *herself*. We did not hurt them, they hurt *themselves*.

#### EXAMPLES.

He need not deny the deed, for I saw him do it, myself. James and I were present, and saw it, ourselves. John and James have arrived from Boston; they came in the cars, yesterday. I give my hand and my heart to this vote. He was a harsh overseer. They have done themselves a great injury. This is an elegant flower; where did you get it?

#### QUESTIONS.

Which are the nouns? Their person, number, gender, and case? What adjectives? What degree of comparison? To what nouns do they belong? How compared? What pronouns? What person, number, case? How is each declined? To what nouns do they refer? And such other questions as may be thought proper by the teacher.

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## LESSON X.

### THE RELATIVE PRONOUN.

Q. What are RELATIVE PRONOUNS?

A. They are words, which, like pronouns, refer to some noun, which they represent and for which they stand, and also combine in their use both the nature and force of a pronoun and connective word, or conjunction; as, The bird, *which* sang so sweetly, is flown. You, *who* were dead, hath

he quickened. Here, the Relatives *which*, and *who*, refer to *birds*, and *you*, as antecedents, and also serve to connect two sentences; being the same as saying, The bird sang sweetly, but the bird is flown. You were dead, but he hath quickened you.

Q. How many kinds of Relative Pronouns are there?

A. There are two kinds, Simple, and Compound.

Q. Which are the Simple Relatives?

A. They are *who*, *which*, *that*, and *as*.

Q. What modifications belong to Relative Pronouns?

A. They have *person*, *number*, *gender*, and *case*, like nouns, and pronouns.

Q. Are the Relatives varied to express the different persons, numbers, genders, and cases?

A. They are varied in the cases, but neither of them is varied to express the different persons, numbers, or genders; as,

|      |                   |                                |
|------|-------------------|--------------------------------|
| I    | Who<br>or<br>That | saw it, cannot forget it.      |
| We   |                   | heard it, must remember it.    |
| You  |                   | did not hear it, may doubt it. |
| He   |                   | hid it, can also find it.      |
| She  |                   | made it, can identify it.      |
| They |                   | will not believe, are blinded. |

Here, the Relatives *who*, or *that*, refer equally to all the pronouns, without respect to number, person, or gender.

Q. What is *who* applied to?

A. *Who* is always applied to *persons*, and to nothing else; as, the man *who*, the lady *who*, the king *who*.

Q. What is *which* applied to?

A. *Which* is applied to animals, and to things without life; as, The horse *which* he rode. The fishes *which* he caught. The house *which* he built.

Q. What is *that* applied to, and how is it used?

A. *That*, as a Relative, is applied either to *persons*, to *animals*, or to *things* without life, and is often used to prevent repeating the Relatives, *who*, and *which*; as, The man, or the woman, *that* I saw. The birds *that* fly in the air. The trees *that* blossom so sweetly. Here, the Relative *that*, refers equally to the nouns, man, woman, birds, and trees.

Q. Is *that* always a Relative Pronoun?

A. It is not. It is a Relative only when it supplies the place of *who*, or *which*; as, He *that* (who) is wise. The house

*that* (which) he built. "Blessed are they *that* (who) mourn."

Q. When is the word *as* used as a Relative Pronoun, and to what is it applied?

A. *As* is a Relative when it follows *such*, and is also applied either to persons, to animals, or to things; as, James is such a scholar *as* I like. These are such birds *as* we read of in our natural history. This is just such a book *as* I wanted. Here, *as* is a Relative, and relates equally to *scholar*, *birds*, and *books*, as its antecedents.

Q. How are the Relative Pronouns declined in the cases?

A. They are the same in both numbers, and are thus declined.

|                   |       |                   |       |                   |       |
|-------------------|-------|-------------------|-------|-------------------|-------|
| <i>Nominative</i> | Who   | <i>Nominative</i> | Which | <i>Nominative</i> | That  |
| <i>Possessive</i> | Whose | <i>Possessive</i> | Whose | <i>Possessive</i> | Whose |
| <i>Objective</i>  | Whom  | <i>Objective</i>  | Which | <i>Objective</i>  | That  |

N. B. The possessive case, *whose*, may be applied as a relative, to any noun or pronoun, denoting either persons, animals, places, or things; as, The elephant, *whose* sagacity is so wonderful, is the noblest of animals. The tree that blossomed so beautifully, and *whose* fruit was so delicious, is blown down by the wind. I have seen the lofty Chimborazo, *whose* towering summit is covered with eternal snow. Here, the possessive, *whose*, is applied equally to the elephant, the tree, and to the mountain, Chimborazo.

Q. Which are the COMPOUND RELATIVE PRONOUNS?

A. They are *what*, *whatever*, *whatsoever*, *whichever*, *whichever*, *whoever*, *whosever*, *whosoever*, *whosoever*, *whomever*, and *whomsoever*.

Q. Why are these called Compound Relatives?

A. Because they include both the antecedent, and relative, and comprehend two distinct words.

Q. What two words are comprehended in the Compounds *what*, *whatever*, and *whatsoever*?

A. *That which*, or the *thing which*; as, You may have *what* you want, or *whatever* you want; that is, *that which* you want, or the *thing*, or *any thing*, which you want.

Q. What is comprehended in the Compounds, *whoever*, and *whosoever*?

A. They include *he who*; or *she who*; as, Whoever or whosoever studies, will acquire information; *that is*, he who studies, or she who studies, will acquire information.



Q. What does *whomever*, and *whomsoever*, include?

A. They include *him whom*, *her whom*, *those whom*, or *them whom*; as, You may give it to *whomever* or to *whomsoever* you please; that is, to *him* or *her whom* you please; or to *those whom* or to *them whom* you please.

Q. What are *who*, *which*, and *what*, called, when they are used in asking questions?

A. They are called INTERROGATIVE PRONOUNS; as, *Who* did this? *What* did you say? *Which* of you saw it? Here, *who*, *which*, and *what*, are Interrogative Pronouns.

#### EXAMPLES.

The vices which we should especially avoid, are those which do most easily beset us. He is the man who has improved his privileges, and who will reap the reward. The young, the healthy, and the prosperous, should not presume on their advantages. The scholar's good behavior will secure the teacher's approbation. What can I do to gain his friendship? Whoever says that, says falsely. For whomsoever that is intended, it is a noble gift. They who love virtue, and who practice benevolence, will surely be rewarded.

#### QUESTIONS.

Which are the nouns? Their person? number? gender? and case? Why? What adjectives? What degree of comparison? How compared? What pronouns? Describe them. What relatives? Simple or compound? To what noun do they refer? What case? and why?

### LESSON XI.

#### THE ADJECTIVE PRONOUN.

Q. What are ADJECTIVE PRONOUNS?

A. They are such definitive words as may either be joined to the noun to which they belong, or may represent it, understood; as, *Some* men are happy, while *others* are miserable. Here, *some*, and *others*, are both Adjective Pronouns; *some* is joined to the noun, men; and *others* represents the noun, men, understood.

Q. How are Adjective Pronouns divided ?

A. They are divided into three classes, namely, Demonstrative, Distributive, and Indefinite.

Q. What are Demonstrative Adjective Pronouns ?

A. They are such as precisely point out the person, place, or thing, to which they refer.

Q. Which are they ?

A. They are *this*, *that*, *these*, *those*, *both*, *same*, *former*, and *latter* ; as, *That* book is John's, but *this* is mine. *These* pens are good, but *those* are bad. *Both* boys deserve praise. The person was pointed out to me, and I am sure *this* is the *same* man. Vice and virtue are opposites ; the *former* (vice) leads to ruin, the *latter* (virtue) will conduct us to happiness.

Q. What are Distributive Adjective Pronouns ?

A. They are those that denote the persons or things that make up a collection, or number, as taken separately, or individually.

Q. Which are they ?

A. They are *each*, *every*, *either*, and *neither* ; as, *Each* moment, as it passes, should admonish *every* man of the uncertainty of life. *Either* of them would have answered my purpose, but you sent me *neither*.

Q. What are Indefinite Adjective Pronouns ?

A. They are those that do not designate the persons or things to which they belong, but refer to them in a general and unlimited manner.

Q. Which are they ?

A. They are, *some*, *one*, *any*, *other*, *another*, *none*, *few*, *all*, *such*, *much*, and *many* ; as, *One* of the men was taken, but the *other* escaped. *Many* men are rich, but *few* are satisfied. I saw *all* the soldiers ; *some* of them were wounded. *Other* persons were invited, but *none* came. Here, *one*, *other*, *many*, *few*, *all*, *some*, and *none*, are Indefinite Pronouns, because they do not point out the particular persons to which they relate, but speak of them in general terms.

Q. Are the Adjective Pronouns ever used as nouns ?

A. They are always used as nouns when the subjects to which they relate are not expressed, but understood ; as, *All* men seek happiness, but *few* obtain it. *Some* scholars improve their opportunities, while *others* neglect them. Here, *few*, and *others* are used as nouns, because the nouns, *men*, and *scholars*, to which they relate, are not expressed, but understood.



Q. Are any of the Adjective Pronouns declined in the cases ?

A. Some of them are, though they are varied only in the Possessive Case, the Nominative and Objective Cases of all, being the same in both numbers.

Q. Which of the Adjective Pronouns are declined ?

A. They are the following, and are thus declined ?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| <i>Nom.</i> One       | <i>Nom.</i> Other     | <i>Nom.</i> Others    | <i>Nom.</i> Another    |
| <i>Poss.</i> One's    | <i>Poss.</i> Other's  | <i>Poss.</i> Others'  | <i>Poss.</i> Another's |
| <i>Obj.</i> One       | <i>Obj.</i> Other     | <i>Obj.</i> Others    | <i>Obj.</i> Another    |
| <i>Nom.</i> Former    | <i>Nom.</i> Latter    | <i>Nom.</i> Either    | <i>Nom.</i> Neither    |
| <i>Poss.</i> Former's | <i>Poss.</i> Latter's | <i>Poss.</i> Either's | <i>Poss.</i> Neither's |
| <i>Obj.</i> Former    | <i>Obj.</i> Latter    | <i>Obj.</i> Either    | <i>Obj.</i> Neither    |

N. B. Some others of the Adjective Pronouns may be occasionally used in the possessive case, but not with elegance of expression.

#### EXAMPLES.

One has a right to defend one's own house. John and James are brothers ; the former's house was burned, the latter's was saved. None have a right to trespass on others' privileges. Both signed the obligation, though either's name is a sufficient guarantee. They all came, but neither's presence was desirable.

#### QUESTIONS.

Which are the adjective pronouns ? To what class does each belong ? To what noun does each refer ? Is it expressed, or understood ? Which are used as nouns ? In what case is each ?

### LESSON XII.

#### THE VERB.

Q. What is a VERB ?

A. A VERB is a word that expresses the action or being of some person, place, or thing, or the being acted upon by some person, or thing ; as, John *runs*. *Runs* is a verb, and

expresses an action performed by John. Charles and Henry *are* here. *Are* is a verb, and expresses the being, or existence, of Charles and Henry. James *is hurt*. *Is hurt* is a verb, and signifies that James *is* or *has been* acted upon by some person, or thing.

Q. Under how many and what principal divisions may Verbs be considered?

A. They are considered under three particular divisions.

1. Their USE. 2. Their FORM. 3. Their SIGNIFICATION.

Q. How are Verbs divided as respects their USE?

A. They are divided into PRINCIPAL VERBS, and AUXILIARY VERBS.

Q. What do you understand by a PRINCIPAL VERB?

A. A PRINCIPAL VERB is a word that expresses what is said of the subject, or what is done by the agent, or actor; as, James *loves* Henry. John *spoke* the truth. They *came* yesterday. Here, *loves*, *spoke*, and *came*, are Principal Verbs, and express what is said of, or done by, their agents, James, John, and they.

Q. What are AUXILIARY VERBS?

A. They are those words that are used to place the Principal Verbs in any particular mode, or tense, in order to specify more definitely the time and manner in which an action has been or is to be performed; as, I *have* written the letter. Here, the word *have* is an Auxiliary Verb, and is used to show that the action is completed. I *shall* write a letter. Here, *shall* is an Auxiliary, and is used to show that the action is not yet performed, but is to be done in some future time.

Q. Which are the Auxiliary Verbs?

A. They are, *do*, *be*, *have*, *has*, *had*, *shall*, *will*, *may*, *can*, *might*, *could*, *would*, *shou'd*, and *must*.

Q. Are any of the Auxiliary Verbs ever used as Principal Verbs?

A. *Do*, *be*, and *have*, are Principal Verbs when they are used to denote the action or being of the agent.

Q. How are Verbs divided as respects their FORM?

A. They are divided into two Classes, REGULAR, and IRREGULAR.

Q. What do you understand by a REGULAR VERB?

A. It is a Verb that has a regular conjugation; that is, one that has its Imperfect Tense and Perfect Participle always ending in *ed*; as, love, loved, loved.

Q. What is meant by the CONJUGATION of a Verb?

A. To Conjugate a Verb is to name the Present Tense, the Imperfect Tense, and the Perfect Participle; as, Present, demand, Imperfect, demanded, Participle, demanded; Present, define, Imperfect, defined, Participle, defined.

Q. Can you Conjugate the following regular Verbs?

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle</i> |
|-----------------|-------------------|---------------------------|
| Abate           | Abated            | Abated                    |
| Abandon         | Abandoned         | Abandoned                 |
| Abduct          | Abducted          | Abducted                  |
| Abound          | Abounded          | Abounded                  |
| Account         | Accounted         | Accounted                 |
| Accommodate     | Accommodated      | Accommodated              |
| Accumulate      | Accumulated       | Accumulated               |
| Banter          | Bantered          | Bantered                  |
| Beguile         | Beguiled          | Beguiled                  |
| Besmear         | Besmearred        | Besmearred                |
| Confine         | Confined          | Confined                  |
| Consign         | Consigned         | Consigned                 |
| Delight         | Delighted         | Delighted                 |
| Enlighten       | Enlightened       | Enlightened               |
| Fancy           | Fancied           | Fancied                   |
| Germinate       | Germinated        | Germinated                |
| Humiliate       | Humiliated        | Humiliated                |
| Operate         | Operated          | Operated                  |
| Perpetuate      | Perpetuated       | Perpetuated               |
| Ruminate        | Ruminated         | Ruminated                 |

Q. What are IRREGULAR VERBS?

A. They are those Verbs whose conjugation is not regular, or whose Imperfect Tense and Perfect Participle *do not* end in *ed*.

Q. How do Irregular Verbs end?

A. Their endings are various. They generally end in *d*, *e*, *n*, or *t*. Some few end in *g*, and *k*.

Q. Into how many Classes are Irregular Verbs divided?

A. They are divided into three Classes, First, Second, and Third.

Q. How is the First Class distinguished?

A. The First Class consists of those Verbs that have their Present Tense, their Imperfect Tense, and their Perfect Participle, all alike.



Q. Can you Conjugate the following Verbs, comprising

THE FIRST CLASS OF IRREGULAR VERBS?

| <i>Present.</i> | <i>Imperfect.</i> | <i>Participle.</i> | <i>Present.</i> | <i>Imperfect.</i> | <i>Participle.</i> |
|-----------------|-------------------|--------------------|-----------------|-------------------|--------------------|
| Beset           | Beset             | Beset              | Let             | Let               | Let                |
| Bet             | Bet               | Bet                | Put             | Put               | Put                |
| Bewet           | Bewet             | Bewet              | Read            | Read              | Read               |
| Bit             | Bit               | Bit                | Rid             | Rid               | Rid                |
| Blurt           | Blurt             | Blurt              | Set             | Set               | Set                |
| Burst           | Burst             | Burst              | Shed            | Shed              | Shed               |
| Cast            | Cast              | Cast               | Shred           | Shred             | Shred              |
| Cost            | Cost              | Cost               | Shut            | Shut              | Shut               |
| Cut             | Cut               | Cut                | Slit            | Slit              | Slit               |
| Enrapt          | Enrapt            | Enrapt             | Split           | Split             | Split              |
| Forecast        | Forecast          | Forecast           | Spread          | Spread            | Spread             |
| Hit             | Hit               | Hit                | Sweat           | Sweat             | Sweat              |
| Hurt            | Hurt              | Hurt               | Thrust          | Thrust            | Thrust             |
| Knit            | Knit              | Knit               | Wet             | Wet               | Wet                |

Q. How do you distinguish the Second Class of Irregular Verbs?

A. The Second Class consists of those that have their Imperfect Tense and Perfect Participle alike, but both different from the Present Tense.

Q. Can you Conjugate the following Verbs, comprising

THE SECOND CLASS OF IRREGULAR VERBS?

| <i>Present.</i> | <i>Imperfect.</i> | <i>Participle.</i>    | <i>Present.</i> | <i>Imperfect.</i> | <i>Participle.</i> |
|-----------------|-------------------|-----------------------|-----------------|-------------------|--------------------|
| Abide           | Abode             | Abode                 | Cleave          | Cleft             | Cleft              |
| Bend            | Bent              | Bent                  | Cling           | Clung             | Clung              |
| Bereave         | Bereft*           | Bereft*               | Creep           | Crept             | Crept              |
| Beseech         | Besought          | Besought              | Deal            | Dealt             | Dealt              |
| Bind            | Bound             | Bound                 | Dwell           | Dwelt             | Dwelt              |
| Bleed           | Bled              | Bled                  | Feed            | Fed               | Fed                |
| Breed           | Bred              | Bred                  | Feel            | Felt              | Felt               |
| Bring           | Brought           | Brought               | Fight           | Fought            | Fought             |
| Build           | Built*            | Built*                | Find            | Found             | Found              |
| Buy             | Bought            | Bought                | Flee            | Fled              | Fled               |
| Catch           | Caught            | Caught                | Fling           | Flung             | Flung              |
| Chide           | Chid              | Chid or }<br>Chiden } | Get             | Got               | Got                |
|                 |                   |                       | Gild            | Gilt*             | Gilt*              |



| <i>Present.</i> | <i>Imperfect.</i>   | <i>Participle.</i> | <i>Present.</i> | <i>Imperfect.</i>    | <i>Participle.</i>     |
|-----------------|---------------------|--------------------|-----------------|----------------------|------------------------|
| Gird            | Girt*               | Girt*              | Sink            | Sunk or }<br>Sank    | Sunk                   |
| Grind           | Ground              | Ground             | Sleep           | Slept                | Slept                  |
| Hang            | Hung                | Hung*              | Sling           | Slung                | Slung                  |
| Have            | Had                 | Had                | Slink           | Slunk                | Slunk                  |
| Hear            | Heard               | Heard              | Speed           | Sped                 | Sped                   |
| Hide            | Hid                 | Hid                | Spend           | Spent                | Spent                  |
| Hold            | Held                | Held               | Spill           | Spilt*               | Spilt*                 |
| Keep            | Kept                | Kept               | Spin            | Spun                 | Spun                   |
| Lay             | Laid                | Laid               | Spring          | Sprung }<br>Sprang } | Sprung                 |
| Lead            | Led                 | Led                | Stand           | Stood                | Stood                  |
| Leave           | Left                | Left               | Stick           | Stuck                | Stuck                  |
| Lend            | Lent                | Lent               | Sting           | Stung                | Stung                  |
| Lose            | Lost                | Lost               | Strike          | Struck               | Struck }<br>Stricken } |
| Make            | Made                | Made               | String          | Strung               | Strung                 |
| Meet            | Met                 | Met                | Sweep           | Swept                | Swept                  |
| Pay             | Paid                | Paid               | Swim            | Swam                 | Swum                   |
| Rend            | Rent                | Rent               | Swing           | Swung                | Swung                  |
| Ring            | Rung or }<br>Rang } | Rung               | Teach           | Taught               | Taught                 |
| Say             | Said                | Said               | Tell            | Told                 | Told                   |
| Seek            | Sought              | Sought             | Think           | Thought              | Thought                |
| Sell            | Sold                | Sold               | Weep            | Wept                 | Wept                   |
| Send            | Sent                | Sent               | Win             | Won                  | Won                    |
| Shine           | Shone*              | Shone*             | Wind            | Wound                | Wound                  |
| Shoe            | Shod                | Shod               | Work            | Wrought              | Wrought*               |
| Shoot           | Shot                | Shot               | Wring           | Wrung                | Wrung                  |
| Shrink          | Shrunk              | Shrunk             |                 |                      |                        |
| Sing            | Sung                | Sung               |                 |                      |                        |

N. B. Many of the Verbs that are usually considered as Irregular, especially those that are here arranged in the Second and Third Classes, are also frequently used as Regular Verbs, making their imperfect tense and perfect participle in *ed*. The learner will therefore take notice, that those Verbs marked (\*), may be used either in a regular or irregular form.

Q. How do you distinguish the Third Class of Irregular Verbs?

A. The Third Class consists of those that have their Present Tense, Imperfect Tense, and Perfect Participle, all different.

Q. Can you conjugate the following Verbs, comprising

THE THIRD CLASS OF IRREGULAR VERBS?

| <i>Present.</i> | <i>Imperfect.</i> | <i>Participle.</i> | <i>Present.</i> | <i>Imperfect.</i> | <i>Participle.</i> |
|-----------------|-------------------|--------------------|-----------------|-------------------|--------------------|
| Am              | Was               | Been               | Load            | Loaded            | Laden*             |
| Arise           | Arose             | Arisen             | Mow             | Mowed             | Mown*              |
| Awake           | Awoke*            | Awaked             | Ride            | Rode              | Ridden             |
| Bear            | Bore              | Borne              | Rise            | Rose              | Risen              |
| Bear            | Bare              | Born               | Rive            | Rived             | Riven              |
| Begin           | Began             | Begun              | Run             | Ran               | Run                |
| Bid             | Bade              | Bidden             | Saw             | Sawed             | Sawn*              |
| Bite            | Bit               | Bitten             | See             | Saw               | Seen               |
| Blow            | Blew              | Blown              | Shake           | Shook             | Shaken             |
| Break           | Broke             | Broken             | Shape           | Shaped            | Shapen*            |
| Choose          | Chose             | Chosen             | Shave           | Shaved            | Shaven*            |
| Cleave          | Clove             | Cloven             | Shear           | Sheared           | Shorn*             |
| Clothe          | Clothed           | Clad*              | Show            | Showed            | Shown*             |
| Come            | Came              | Come               | Slay            | Slew              | Slain              |
| Crow            | Crew*             | Crowed             | Slide           | Slid              | Slidden            |
| Dare            | Durst             | Dared              | Smite           | Smote             | Smitten            |
| Do              | Did               | Done               | Sow             | Sowed             | Sown*              |
| Draw            | Drew              | Drawn              | Speak           | Spoke             | Spoken             |
| Drive           | Drove             | Driven             | Steal           | Stole             | Stolen             |
| Drink           | Drank             | Drunk              | Stride          | Strode            | Stridden           |
| Eat             | Ate               | Eaten              | Strive          | Strove            | Striven            |
| Fall            | Fell              | Fallen             | Strow           | Strowed           | Strown*            |
| Fly             | Flew              | Flown              | Swear           | Swore             | Sworn              |
| Forget          | Forgot            | Forgotten          | Swell           | Swelled           | Swollen*           |
| Forsake         | Forsook           | Forsaken           | Take            | Took              | Taken              |
| Freeze          | Froze             | Frozen             | Tear            | Tore              | Torn               |
| Give            | Gave              | Given              | Thrive          | Throve*           | Thriven*           |
| Go              | Went              | Gone               | Throw           | Threw             | Thrown             |
| Grow            | Grew              | Grown              | Tread           | Trod              | Trodden            |
| Hew             | Hewed             | Hewn*              | Wax             | Waxed             | Waxen*             |
| Know            | Knew              | Known              | Wear            | Wore              | Worn               |
| Lade            | Laded             | Laden              | Weave           | Wove              | Woven              |
| Lie             | Lay               | Lain               | Write           | Wrote             | Written            |

EXAMPLES.

They cut down the grove. They cast anchor in the bay. They abode there seven days. The assembly will rise to-morrow. When the sun rises, darkness flees away. The

soldiers swum the river. John caught the fish. The bird has forsaken her nest. I beseech you to be circumspect. Thomas went to Boston. She sings elegantly. Now do you go and do your errand.

## QUESTIONS.

What nouns? Describe them. What pronouns? Describe and decline each. What verbs? Are they regular or irregular? To what class does each belong? How is each conjugated? And such other questions as the teachers may think proper.

## LESSON XIII.

## SIGNIFICATION OF VERBS.

Q. How are Verbs divided as respects their signification?

A. They are divided into Three Classes, ACTIVE, PASSIVE, and NEUTER.

Q. What is an ACTIVE VERB?

A. An ACTIVE VERB expresses an action that is done by an agent or actor, and that falls or terminates on some object; as, *I wrote the letter.* *James bought the slate.* *Charles reads his book.* Here, *wrote*, *bought*, and *reads*, express actions that pass from the agents, *I*, *James*, and *Charles*, and fall or terminate on the objects, *letter*, *slate*, and *book*; they are, therefore, in the objective case, and governed by those actions.

Q. What is a PASSIVE VERB?

A. A PASSIVE VERB expresses the suffering or receiving of an action that is done by some other person or thing, and not by the subject, or nominative case; as, *The book was written by him.* *He was slain by the enemy.* *They were pursued by the officers.* Here, the actions of the Passive Verbs, *was written*, *was slain*, and *was pursued*, pass backward from the agents that perform the actions, and terminate on the subjects or nominative case, *book*, *he*, and *they*.

Q. What plain, familiar distinction, can you make between an Active and a Passive Verb?

A. An Active Verb has its *agent*, or *doer*, always in the nominative case, and the person or thing on which the action



falls always in the objective case, and is governed by the Verb.

Q. How does a Passive Verb differ from this description?

A. A Passive Verb has its *agent* or *doer* always in the objective case, and is governed by a preposition; and the person or thing on which the action falls is always in the nominative case, and is the sufferer or receiver of the action.

Q. What is a NEUTER VERB?

A. A NEUTER VERB expresses being, or a state of being, and will not admit or govern an objective case after it; as, I *am*, they *are*, he *sits*, we *sleep*. Here, the Neuter Verbs, *am*, *are*, *sits*, and *sleep*, express merely being, or a state of being.

Q. Do not Neuter Verbs sometimes express action?

A. They often express the highest degree of action, but such action as cannot effect or terminate on an object; as, The horse *runs* violently. The bird *flies* swiftly. The hurricane *rages* most furiously, are all expressive of a high degree of action, still the action is of that nature, that it does not, and cannot effect, or terminate on an object.

Q. By what simple method can you always distinguish an Active, from a Neuter Verb?

A. By placing one of the Personal Pronouns, in the Objective Case; as, him, her, it, or them, after the verb. If the expression makes sense, the Verb is Active. If it does not make sense, the Verb is Neuter.

## MODIFICATIONS OF VERBS.

Q. How many Modifications have Verbs?

A. They have four, namely, NUMBER, PERSON, TIME, and MODE.

Q. How many NUMBERS have Verbs?

A. They have two Numbers, the Singular, and the Plural; as, he loves, they love, John writes, the boys write.

Q. How many PERSONS have Verbs?

A. Verbs have three Persons in each number, called First, Second, and Third Persons; as,

|                       | <i>Singular.</i> |                       | <i>Plural.</i> |
|-----------------------|------------------|-----------------------|----------------|
| <i>First person,</i>  | I teach          | <i>First person,</i>  | We teach       |
| <i>Second person,</i> | Thou teachest    | <i>Second person,</i> | You teach      |
| <i>Third person,</i>  | He teaches       | <i>Third person,</i>  | They teach     |



## EXAMPLES.

Prosperity gains friends, adversity tries them. I cannot go now, if I would. We shall be happy to see you to-morrow. Shall we see you again before you leave the city? The snow falls rapidly. The wind and the rain beat violently. The dog will follow his master. The boy was stung by a bee. The stone was thrown by John. The boy, who did that deed, should be punished.

## QUESTIONS.

Which are the articles? the nouns? the adjectives? the pronouns? the relatives? Describe each. Which are the verbs? Are they principal or auxiliary? regular or irregular? how conjugated? Are they active, passive, or neuter? Are they first, second or third persons? Are they in the singular or plural number?

## LESSON XIV.

## TIME.

Q. What is meant by TIME, as applied to Grammar?

A. By TIME is understood the particular period at or in which any action is performed.

Q. What is the first and most important division of Time?

A. The first grand division of Time is into PAST, PRESENT, and FUTURE.

Q. What do you understand by PAST TIME?

A. By PAST TIME is meant that portion of time that is passed and gone; as, yesterday, last week, last month, last year.

Q. What is meant by PRESENT TIME?

A. By PRESENT TIME is understood the time that now is, or is now passing; as, now, to-day, this week, this month, this year.

Q. What is meant by FUTURE TIME?

A. By FUTURE TIME is meant that portion of Time not yet passed, but which is yet to come; as, to-morrow, next week, next month, next year.

Q. What other division of Time have grammarians made, and for what purpose ?

A. To mark the time of an action more definitely, Time is divided into six Tenses, namely, the PRESENT, the IMPERFECT, the PERFECT, the PLUPERFECT, the FIRST FUTURE, and the SECOND FUTURE.

Q. How does the PRESENT TENSE represent an action ?

A. The PRESENT TENSE represents an action, not only as passing at the present time, as, he *runs*, they *are* here; but it may also represent an action as passing at the time in which that event is spoken of, though the time and the event may have been long passed; as, The death and resurrection of Christ *are spoken* of by ancient historians. "And Jesus said, O, woman, great *is* thy faith."

Q. How does the IMPERFECT TENSE represent an action ?

A. The IMPERFECT TENSE represents an action or event that existed or took place, or that *was doing* or *taking place* at some period of time that is now passed and gone; as, We *saw* them yesterday. He *was* here this morning, but is now gone. They *were preparing* for their journey when I arrived.

Q. How does the PERFECT TENSE represent an action ?

A. The PERFECT TENSE represents an action as passed and completely finished, but as taking place at a time that has very recently passed; and is denoted by the auxiliaries *have*, *hast*, or *has*; as, I *have finished* my copy. Thou *hast made* a mistake. Charles *has said* his lesson well. We *have just arrived* from Boston.

Q. How does the PLUPERFECT TENSE represent an action ?

A. The PLUPERFECT TENSE represents an action or event that *had* taken place, either at or before the time of some other action or event, which is also passed and finished, and is denoted by the auxiliary *had*; as, I *had read* the book before he sent for it. I *had just finished* my letter, when he called for it. They *had made* their escape before their designs were discovered.

Q. How does the FIRST FUTURE TENSE represent an action ?

A. The FIRST FUTURE TENSE represents an action or event that *will* take place hereafter, and may either define the time at which the action will take place, or leave that

time indefinite, and is denoted by the auxiliaries *shall*, and *will*; as, I *shall dine*, or I *shall be dining* at one o'clock. They *will finish* their work next week. We *shall attend* to it in due season. I *shall see* you again before you leave town.

Q. How does the SECOND FUTURE TENSE represent an action?

A. The SECOND FUTURE TENSE represents an action or event that *will have* taken place, or transpired, at, or before some other future time or event, spoken of in the sentence, and is denoted by the double auxiliaries, *shall have*, and *will have*; as, I *shall have finished* my task at, or before, nine o'clock. The man *will have been hung* before his pardon will arrive. I *shall have learned* my lesson by the time for recitation.

Q. What plain, simple distinction, can you make between the First Future, and Second Future Tenses?

A. The First Future represents an action as *doing* at a future time. The Second Future represents an action that will be *completed* at a future time; as, I *shall dine* at two o'clock, is First Future, and means that at two o'clock, I shall be in the act of eating my dinner. I *shall have dined* at two o'clock, is Second Future, and means that at two o'clock, I shall have finished the act of dining, and shall be ready to attend to any other business.

#### EXAMPLES.

Charles writes well. I shall see him to-morrow. They were here this morning, but have now gone home. I am surprised at your negligent attention. You have been blamed without a cause. They had heard the news before I arrived. We shall have dined at twelve. The boys will have finished their task by the time you arrive. I now expect he will come to-morrow.

#### QUESTIONS.

Which are the nouns, and pronouns? Describe each in all its modifications. What adjectives? What degree of comparison? How compared? What verbs? Are they regular, or irregular? Active, passive, or neuter? In what tense is each? How is each conjugated? To what class of irregular verbs does each belong?



## LESSON XV.

## MODES.

Q. What do you understand by the MODE of a Verb ?

A. By MODE, is meant the particular manner in which the being or action of a Verb is represented.

Q. How many Modes have Verbs ?

A. They have five Modes, namely, the INFINITIVE, the IMPERATIVE, the POTENTIAL, the SUBJUNCTIVE, and the INDICATIVE.

## THE INFINITIVE MODE.

Q. How does the INFINITIVE MODE express an action ?

A. It expresses an action in a general and unlimited manner. It is called Infinitive, because it simply expresses the signification of the Verb, without limiting it to any person, or number, or to any agent, or actor.

Q. How is the Infinitive Mode distinguished, or known ?

A. It is always distinguished by the word *to*, before it, either expressed, or understood ; as, *To run. To love. He wants to go. The boys came to play. He wishes to learn.* Here, the Verbs, *run, love, go, play, and learn*, are all in the Infinitive Mode, having the word *to*, to denote them, and also expressing the action of the Verb, without any limit of person, or number.

Q. How many Tenses has the Infinitive Mode ?

A. It has two Tenses, the Present, and Perfect.

Q. How are these Tenses formed, or distinguished ?

A. The Present Tense expresses the simple word or root of the Verb, without any auxiliary, or variation of its termination.

Q. How is the Perfect Tense formed ?

A. It is formed by placing the auxiliary Verb, *have*, before the perfect participle of any Verb ; as, Present, *to love* ; Perfect, *to have loved. Present, to write ; Perfect, to have written. Present, to teach ; Perfect, to have taught.*

## THE IMPERATIVE MODE.

Q. How does the IMPERATIVE MODE express an action ?

A. It always commands, exhorts, entreats, or permits the performance of an action ; as, John, *come to me. Charles,*



*do study* your lesson. O thou Supreme Ruler of the universe, *condescend* to hear our supplication. O, yes, *let* him, or *permit* him to go. Here, the Verbs, *come*, *do study*, *condescend*, *let*, and *permit*, are all in the Imperative Mode, because they are used for commanding, intreating and permitting.

Q. How many Tenses has the Imperative Mode ?

A. It has but one Tense, which is the Present, because no command, entreaty or permission can be made or given in any tense but the present

Q. What will always be the Subject, Agent or Actor of a Verb in the Imperative Mode ?

A. It will always be one of the Personal Pronouns of the second person ; as, *thou*, *ye* or *you*, because we cannot command, exhort, or entreat any other than a second person.

Q. What then must always be the Nominative Case to a verb in the Imperative Mode ?

A. It must always be *thou*, *ye* or *you*, either expressed or understood ; as, James, *recite* your lesson ; that is, James, *recite thou*, or *recite you*, your lesson. Boys, *be* more careful ; that is, *be ye* or *you* more careful.

Q. Is any auxiliary or any variation of the verb ever required to form or express a verb in the Imperative Mode ?

A. No variation of the verb is required, nor any auxiliary, except in making an *entreaty* the auxiliary *do* is used before the verb ; as, Henry, *do study*. Thomas, *do not hurt* that boy. John, *do be still*.

## THE POTENTIAL MODE.

Q. How does the POTENTIAL MODE express an action ?

A. The POTENTIAL MODE expresses the *liberty*, *necessity*, *obligation*, *possibility*, *power*, or *will* of being, or of doing an action, and is also used in asking questions.

Q. What auxiliary verbs are used to denote the Potential Mode ?

A. Can, could, may, might, must, should and would.

Q. Which of these auxiliary verbs expresses the *liberty* of doing an action ?

A. *May* expresses *liberty* ; as, Yes, you *may* go. John *may* read. Thomas, you *may* go home now. *May* I go ?

Q. Which auxiliary expresses the necessity of doing an action ?

A. *Must* expresses *necessity*; as, I *must* be there to-morrow. You *must* be studious if you mean to learn. *Must* you go so soon? I *must* be obeyed.

Q. Which auxiliaries are expressive of *obligation*?

A. *Should*, and *ought*, express *obligation*; as, you *should* do better. He *ought* to be more attentive. *Ought* I to do this? *Should* I love him who hates me?

Q. Which are expressive of *possibility*?

A. *May*, and *might*, are used to express *possibility*; as, It *may* rain. They *may* be here to-day. He *might* have been here, but I did not see him. *May* they not be here yet before night? *Might* he not come without detection?

Q. Which are expressive of *power*?

A. *Can*, and *could*, express *power*; as, Charles *can* write better than Henry. James *could* do more if he would try. *Could* you read as well as Joseph?

Q. Which auxiliary is expressive of *will*?

A. *Would* is used to express the will or willingness of the actor; as, He *would* do it, though he was warned against it. I *would* oblige you, if I could. *Would* you go, if you could?

Q. How many Tenses has the Potential Mode?

A. It has four Tenses, namely, the Present, the Imperfect, the Perfect, and the Pluperfect.

Q. How is the Present Tense of the Potential Mode formed?

A. By prefixing the auxiliaries, *may*, *can*, or *must*, to the simple form of the Verb; as, You *may* read. He *can* write. They *must* go. *Can* you write? *Must* I go now?

Q. How is the Imperfect Tense formed?

A. By prefixing the auxiliaries *might*, *could*, *would*, or *should*, to the simple Verb; as, I *might* learn. He *could* write. They *would* come. She *should* stay. *Could* he write? *Would* they come?

Q. How is the Perfect Tense of this Mode formed?

A. By prefixing the double auxiliaries, *may have*, *can have*, or *must have*, to the Perfect Participle of any Verb; as, He *may have* loved. They *cannot have* written. She *must have* known. *Can* he *have* loved? *Must* not he *have* been there?

Q. How is the Pluperfect Tense of this Mode formed?

A. By prefixing the double auxiliaries, *might have*, *could have*, *should have*, or *would have*, to the Perfect Participle of

any Verb ; as, I *might have* written. He *could have* learned. She *would have* improved. They *should have* obeyed. *Could* she *have* learned ? *Might* I *have* gone ? *Should* she *have* been there ?

## EXAMPLES.

James, tell Charles to come to me. Henry, you may go to school. See if you can learn to read. I should wish to be informed when they can come. John, you ought to have obeyed your parents. You might have improved your time better. Can you write as well as Thomas could at your age ? I could not find them. He may have done it, but I cannot believe it. He may wish to have it, before you are ready to deliver it. O John, look yonder, see those birds ; can we not catch them ?

## QUESTIONS.

Which are the nouns, the pronouns, the adjectives ? Describe each in its modifications of person and number. Which are the verbs ? Are they regular or irregular ? Are they in the Infinitive, Imperative, or Potential Mode ? In what Tense is each ? Does it express liberty, power, necessity, will, or obligation ?

## LESSON XVI.

## THE SUBJUNCTIVE MODE.

Q. How does the SUBJUNCTIVE MODE express an action ?

A. It expresses an action under some condition, supposition, or doubt, and is always preceded by a conjunction expressive of doubt, or uncertainty, either expressed or understood, and always requires another Verb in a different Mode, to complete the sense ; as, *If you study*, you will improve. You may be excused, *if you will first finish* your task. Here, the Verbs *study*, and *will finish*, are in the Subjunctive Mode, and require the other verbs in the sentence to complete the sense, the *improvement*, and *excuse*, both depending on the performance of a previous action.



Q. Which are the Conjunctions that usually precede the Subjunctive Mode ?

A. They are *if, though, although, unless, whether, except, and lest* ; as, “ *Though he were dead, yet shall he live again.* ” “ *Except ye repent, ye shall all likewise perish.* ” *Unless you study your grammar more, you will never understand it.* Take heed *lest ye fall.*

Q. How many Tenses has the Subjunctive Mode ?

A. Six, namely, the Present, Imperfect, Perfect, Pluperfect, First Future, and Second Future Tenses.

Q. How is the Present Tense of the Subjunctive mode formed ?

A. The simple form of the Verb is only used, without any auxiliary ; as, if I love ; unless he writes ; except they come.

Q. How is the Imperfect Tense of this Mode formed ?

A. No auxiliary is used to form this Tense ; its form is found by conjugating the Verb ; as, Present, love ; Imperfect, loved. Present, write ; Imperfect, wrote. Present, teach ; Imperfect, taught.

Q. How is the Perfect Tense of this Mode formed ?

A. By prefixing the auxiliaries, *have, hast, or has*, to the Perfect Participle of any Verb ; as, If I *have* written. Though he *has* taught. Unless thou *hast* loved.

Q. How is the Pluperfect Tense of this Mode formed ?

A. By prefixing the auxiliaries, *had, or hadst*, to the Perfect Participle of any Verb ; as, If I *had* seen him. Though thou *hadst* been there, thou couldst not have saved him. Unless they *had* been taught, they could not have known it.

Q. How is the First Future Tense of this Mode formed ?

A. By prefixing the auxiliaries, *shall, will, or wilt*, to the simple form of the Verb ; as, If I *shall* write. If thou *wilt* learn. Unless they *shall* come. Except he *will* study he cannot improve.

Q. How is the Second Future Tense of this Mode formed ?

A. By prefixing the double auxiliaries, *shall have, or will have*, to the Perfect Participle of any Verb ; as, If I *shall have* written. Lest thou *wilt have* done wrong. Unless they *shall have* seen him. Though he *will have* done it.

N. B. In the Subjunctive Mode, the auxiliaries, *hast, hadst, and wilt*, in the second person, and *has*, in the third person, are not generally used by the best writers, but the form of



the first person is continued through the three persons ; as, If I *have* loved. If thou *have* loved. If he *have* loved. Though I *had* been. Though thou *had* been. Though he *had* been. If I shall be. If thou will be. If he will be.

## THE INDICATIVE MODE.

Q. How does the INDICATIVE MODE express an action ?

A. It simply declares, affirms, or denies an action, and is used in asking questions ; as, James *writes* well. I *say* John *did* do it, for I *saw* him. I *know* William *did not* do it, for he *was not* there. Does Henry write ?

Q. How many Tenses has the Indicative Mode ?

A. Six, namely, the Present, Imperfect, Perfect, Pluperfect, First and Second Future.

Q. How is the Present Tense formed ?

A. The simple form of the Verb is only used, with no auxiliary ; as, I *love*, he *writes*, they *learn*, does she *read* ?

Q. How is the Imperfect Tense formed and found ?

A. No auxiliary is prefixed to this tense. Its form is found by conjugating the Verbs, as in the Subjunctive Mode ; as, I *loved*, he *wrote*, they *learned*, *did* she *read* ?

Q. How is the Perfect Tense of this Mode formed ?

A. By prefixing the auxiliaries, *have*, *hast*, or *has*, to the Perfect Participle of any Verbs ; as, I *have* written a letter. Thou *hast* done well. He *has* recited his lesson. Has he been here ? Have they seen him ?

Q. How is the Pluperfect Tense formed ?

A. By prefixing the auxiliaries, *had*, or *hadst*, to the Perfect Participle of any Verb ; as, I *had* read the book. Thou *hadst* written the letter. He *had* finished his task. They *had* caught the thief. *Had* they arrived ? *Had* you been there ?

Q. How is the First Future Tense of this mode formed ?

A. By prefixing the auxiliaries, *shall*, *shalt*, *will*, or *wilt*, to the simple form of the Verb ; as, I *shall* write soon. Thou *shalt* not steal. He *will* learn. Thou *wilt* do it to-morrow. *Will* they come to-day ? *Shall* I call again ?

Q. How is the Second Future Tense of this Mode formed ?

A. By prefixing the double auxiliaries, *shall have*, *shalt have*, *will have*, or *wilt have*, to the Perfect Participle of any

verb ; as, I *shall have* written the letter. Thou *wilt have* read the book. They *will have* finished their task. *Will* he *have* done his task ? *Shall* I *have* performed my duty ?

## EXAMPLES.

Compassion prompts us to relieve the wants of others. A plain understanding is often joined with great worth. You may make the attempt, but you cannot perform the act. I would accommodate him, if the means were in my power. Joseph, tell Edward to come to me. You might have been there in time, if you had used more expedition. Has he done any thing for his country's honor ? Can you find any trait in his character that is to be commended ? By the time they will arrive the business will have been finished. I had finished my letter when the boy called for it.

N. B. Let the learner describe, through all their modifications, all the parts of speech that have, thus far, been explained, namely, the Article, Noun, Adjective, Pronoun, Adjective Pronoun, Relative Pronoun, and Verb, with the Mode and Tense of each.

## LESSON XVII.

## DEFECTIVE VERBS.

Q. What are DEFECTIVE VERBS ?

A. DEFECTIVE VERBS are those that cannot be used in *all* the Tenses or Modes, but are limited, by their signification, and want of some of the modifications, to *some* of the Tenses and Modes only.

Q. Which are the Defective Verbs ?

A. They are *can, could, may, might, must, shall, should, will, would, ought, and quoth*.

Q. How are the Defective Verbs used ?

A. They are used chiefly as auxiliaries in forming the Tenses and Modes of other verbs, except *ought*, and *quoth*, which are principal verbs.

Q. In what Tenses and Modes are these Defective Verbs used ?

A. *Can*, *may*, and *must*, when used as single auxiliaries, are joined to Verbs in the Present Tense of the Potential Mode, but when forming the double auxiliaries, *can have*, *may have*, and *must have*, they are joined to Verbs in the Perfect Tense of the Potential Mode.

Q. In what Tenses and Modes are *could*, *might*, *should*, and *would* used ?

A. As single auxiliaries they are joined to Verbs in the Imperfect Tense of the Potential Mode; but when forming the double auxiliaries, *could have*, *might have*, *should have*, and *would have*, they are joined to Verbs in the Pluperfect Tense of the Potential Mode.

Q. In what Tenses and Modes are *shall*, and *will*, used ?

A. As single auxiliaries they are used to form the First Future Tense of the Subjunctive and Indicative Modes ; but when forming the double auxiliaries, *shall have*, and *will have*, they are joined to Verbs in the Second Future Tense of the Subjunctive and Indicative Modes.

Q. What does *will* imply when used in the first person ?

A. *Will*, in the first person, implies resolution and determination, or simply a promise ; as, I *will* have my recompense. I will be obeyed. Here, *will* implies resolution and determination. I *will* see you again to-morrow. We *will* attend to the business soon. Here, *will* implies simply a promise of doing an act.

Q. What does *will* imply in the second and third persons ?

A. In the second and third persons it merely foretells an action, or an event ; as, You *will* find him an agreeable companion. They *will* be here soon. She *will* improve.

Q. What does *shall* express in the first person ?

A. In the first person it simply foretells an action, or event ; as, I *shall* go to New-York. We *shall* return next week. I *shall* call on him to-morrow.

Q. What does *shall* express in the second and third persons ?

A. In the second and third persons it expresses a promise, command, or threat ; as, You *shall* be rewarded for your kindness. They *shall* have their recompense. Here, *shall* implies a promise. Thou *shalt* not kill. They *shall* submit. These *shall* go away. Here, *shall* expresses a command. If



thou commit sin, thou *shalt* suffer the penalty. In the day thou eatest thereof, thou *shalt* surely die. He who does that, *shall* be branded with infamy. Here, *shall* expresses a threat.

Q. In what Tenses and Modes are *ought*, and *quoth*, used?

A. *Ought* is used only in the Present and Imperfect Tenses of the Potential Mode. *Quoth* is used only in the Imperfect Tense of the Indicative Mode, and is confined to the first and third persons, singular; as, *quoth* I, *quoth* he.

Q. Is *ought* varied in its conjugation?

A. It is not. It is the same in both tenses, and is varied only in the second person; as, I ought, thou oughtest, he ought.

Q. If *ought* is not varied in the tenses, how can you determine in what tense it is used?

A. Its tense is determined by the tense of the Verb that follows it.

Q. How is the tense of *ought* determined by the Verb that follows it?

A. It is always followed by a Verb in the Infinitive Mode, and if that Verb be in the Present Tense, *ought* will be in the Present Tense; but if the following Verb be in the Perfect Tense, *ought* will then be in the Imperfect Tense; as, I *ought to write* to my brother. You *ought to respect* your teacher. Here, *ought* is in the Present Tense. I *ought to have written* to my brother. You *ought to have obeyed* your teacher. Here, *ought* is in the Imperfect Tense.

## PARTICIPLES.

Q. What are PARTICIPLES?

A. PARTICIPLES are derived from Verbs. They are called Participles because they often partake of the nature of Verbs, Adjectives, and Nouns; as, James is *building* a house. The boys are *playing* at ball. Here, *building*, and *playing*, are Participles, partaking the nature of a Verb, because they express action. We saw an *enchanted* prospect. They sat down on the margin of a *running* stream. Here, *enchanted*, and *running*, have the nature of an Adjective, because they describe the Nouns, to which they are joined. I love *reading*, and *writing*. She is fond of *singing*. Here, *reading*, *writing*, and *singing*, have the nature of Nouns, because they express the name of the action spoken of.

Q. How many kinds or classes of Participles are there?

A. There are three Participles derived from every *perfect* verb, and they are, therefore, considered under three classes, namely, the Present, Perfect, and Compound Perfect; as, from the following verbs, are derived the Participles annexed to them.

| Verbs. | Present Par. | Perfect Par. | Compound Perfect. |
|--------|--------------|--------------|-------------------|
| Love   | Loving       | Loved        | Having loved      |
| Read   | Reading      | Read         | Having read       |
| Teach  | Teaching     | Taught       | Having taught     |
| Write  | Writing      | Written      | Having written    |

Q. What does the Present Participle express, and how is it formed?

A. It always expresses the *continuance* of an action, or being, and is formed by annexing *ing* to the simple form of the verb; as, run, *running*; walk, *walking*. She is *singing*. They are *playing*.

Q. What does the Perfect Participle express, and how does it end?

A. It expresses an action, or being, as past and finished, and ends according to the regular or irregular conjugation of the verb, from which it is derived, and is always found by conjugating the verb.

Q. How is the Perfect Participle generally used?

A. It is generally used in a passive sense, and has the nature of an adjective; as, He was a *learned* man. They have found the *stolen* goods. He had a dagger, *concealed* under his cloak.

Q. What does the Compound Perfect Participle denote, and how is it formed?

A. It denotes the completion of an action, or being, previous to some other action or event, and is formed by prefixing *having*, to the Perfect Participle of any verb; as, *having loved, having been, having seen*. *Having finished* my task, I sat down to rest. *Having sold* his estate, he left the town.

#### EXAMPLES.

I am weary of hearing complaints. This place gives a charming prospect of the surrounding country. You ought to be more punctual in your engagements. He may yet

learn the folly of his ways. Can you contemplate such a prospect without admiring its beauty? He is a learned and worthy man, and by his untiring efforts in performing his duty, he is gaining a deserved reward. He ought to have done that work before. He must have known that before. He will have learned better in time.

#### QUESTIONS.

Which are the verbs? Are they regular, irregular, or defective? In what tenses, and modes are they? Do the auxiliaries express liberty, power, will, or obligation? Which are the participles? Of which class? In what nature is each used?

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### LESSON XVIII.

#### CONJUGATION OF VERBS.

Q. What is meant by the Conjugation of a Verb?

A. The full Conjugation of a Verb is the proper arrangement of it in the different Voices, Numbers, Persons, Tenses, and Modes.

Q. What do you understand by VOICE, as it is applied to Verbs?

A. VOICE denotes the particular manner of expressing an action, and shows the immediate connexion or relation that exists between the subject, or nominative case, and the action expressed by the Verb.

Q. Under how many Voices are Verbs considered?

A. Under two, the Active Voice, and the Passive Voice.

Q. How does the Active Voice represent an action?

A. It always represents the action as being performed by the subject, or nominative case, and not by any other agent or actor; as, *I read, he writes.*

Q. How does the Passive Voice express an action?

A. It always represents the Nominative Case as the object that receives the action, or that is acted upon by some other person or agent; as, *I am arrested. He was bruised by a fall. The snow is melted by the heat of the sun.*



## ACTIVE VOICE.

## THE INFINITIVE MODE.

## QUESTIONS.

How does the Infinitive Mode express an action? How is it distinguished? How many tenses has it? How are these tenses distinguished? How are the following verbs expressed in this Mode?

| <i>Verbs.</i> | <i>Present.</i> | <i>Perfect.</i> |
|---------------|-----------------|-----------------|
| Be            | To be           | To have been    |
| Have          | To have         | To have had     |
| Teach         | To teach        | To have taught  |
| Love          | To love         | To have loved   |

How are the following verbs, viz.: write, read, seek, buy, confine, demand? and such others as may be thought proper.

## THE IMPERATIVE MODE.

## QUESTIONS.

How does the Imperative Mode express an action? How many tenses has the Imperative Mode? What will always be the subject, agent, or actor? What then will always be the nominative case to a verb in the Imperative Mode? How are the following verbs expressed in this Mode?

| <i>Verbs.</i> | <i>Singular.</i>            | <i>Plural.</i>                  |
|---------------|-----------------------------|---------------------------------|
| Be            | Be thou or do thou be       | Be ye or you or do you be       |
| Have          | Have thou or do thou have   | Have you or do you have         |
| Teach         | Teach thou or do thou teach | Teach ye or you or do you teach |
| Love          | Love thou or do thou love   | Love you or do you love         |

How are write, read, seek, buy, confine, demand, engage?

## THE POTENTIAL MODE.

## QUESTIONS.

How does the Potential Mode express an action? What auxiliary verbs are used to denote this Mode? How many tenses has it, and which are they?

## PRESENT TENSE.

## QUESTIONS.

How is the Present Tense of this Mode formed? How is the verb, *to love*, conjugated in the Potential Mode, Present Tense?

*Persons Singular*

- 1 I may love
- 2 Thou mayst love
- 3 He may love

*Persons Plural*

- 1 We may love
- 2 Ye or you may love
- 3 They may love

With the auxiliary *can*?

*Singular*

- 1 I can love
- 2 Thou canst love
- 3 He can love

*Plural*

- 1 We can love
- 2 Ye or you can love
- 3 They can love

With the auxiliary *must*?

*Singular*

- 1 I must love
- 2 Thou must love
- 3 He must love

*Plural*

- 1 We must love
- 2 Ye or you must love
- 3 They must love

Q. Can you conjugate it, negatively, with each of the auxiliaries?

*Singular*

- 1 I may not love
- 2 Thou mayst not love
- 3 He may not love

*Plural*

- 1 We may not love
- 2 Ye or you may not love
- 3 They may not love

With the auxiliaries *can*, and *must*, in the same manner?

Q. Can you conjugate it interrogatively with each auxiliary?

*Singular*

- 1 May I love
- 2 Mayst thou love
- 3 May he love

*Plural*

- 1 May we love
- 2 May ye or you love
- 3 May they love

Q. Can you conjugate the following verbs affirmatively, negatively, and interrogatively, with each of the auxiliaries, viz.: be, have, teach, write, read, seek, confine, engage?

## IMPERFECT TENSE.

## QUESTIONS.

How does the Imperfect Tense represent an action? How is the Imperfect Tense of the Potential Mode formed? How is the verb, *to love*, conjugated in the Imperfect Tense?

*Singular*

- 1 I could love
- 2 Thou couldst love
- 3 She could love

*Plural*

- 1 We could love
- 2 Ye or you could love
- 3 They could love

With the auxiliary *might*?

*Singular*

- 1 I might love
- 2 Thou mightst love
- 3 She might love

*Plural*

- 1 We might love
- 2 Ye or you might love
- 3 They might love

With the auxiliaries *should*, and *would*?

Q. Can you conjugate it negatively?

*Singular*

- 1 I could not love
- 2 Thou couldst not love
- 3 She could not love

*Plural*

- 1 We could not love
- 2 Ye or you could not love
- 3 They could not love

With the auxiliaries *might*, *should*, and *would*?

Q. Can you conjugate it interrogatively?

*Singular*

- 1 Could I love
- 2 Couldst thou love
- 3 Could she love

*Plural*

- 1 Could we love
- 2 Could ye or you love
- 3 Could they love

With the auxiliaries *might*, *should*, and *would*?

Q. Can you conjugate the following verbs, affirmatively, negatively, and interrogatively, with each auxiliary, viz.: be, have, teach, write, read, seek, buy, endure?

## PERFECT TENSE.

## QUESTIONS.

How does the Perfect Tense represent an action? How is the Perfect Tense of the Potential Mode formed?



How is the verb, *to love*, conjugated in the Perfect Tense?

*Singular*

- 1 I may have loved
- 2 Thou mayst have loved
- 3 He may have loved

*Plural*

- 1 We may have loved
- 2 Ye or you may have loved
- 3 They may have loved

With the auxiliary *can have*?

*Singular*

- 1 I can have loved
- 2 Thou canst have loved
- 3 He can have loved

*Plural*

- 1 We can have loved
- 2 Ye or you can have loved
- 3 They can have loved

With the auxiliary *must have*?

Also, negatively and interrogatively, together with the following verbs, viz.: be, have, teach, write, read, seek, buy, confine, demand, engage.

## PLUPERFECT TENSE.

## QUESTIONS.

How does the Pluperfect Tense represent an action? How is the Pluperfect Tense of the Potential Mode formed? How is the verb, *to love*, conjugated in the Pluperfect Tense?

*Singular*

- 1 I might have loved
- 2 Thou mightst have loved
- 3 He might have loved

*Plural*

- 1 We might have loved
- 2 Ye or you might have loved
- 3 They might have loved

With the auxiliary *could have*?

*Singular*

- 1 I could have loved
- 2 Thou couldst have loved
- 3 He could have loved

*Plural*

- 1 We could have loved
- 2 Ye or you could have loved
- 3 They could have loved

With the auxiliary, *should have*, negatively?

*Singular*

- 1 I should not have loved
- 2 Thou shouldst not have loved
- 3 She should not have loved

*Plural*

- 1 We should not have loved
- 2 Ye or you should not have loved
- 3 They should not have loved

With the auxiliary *would have*, interrogatively?

*Singular**Plural*

- |                           |                              |
|---------------------------|------------------------------|
| 1 Would I have loved      | 1 Would we have loved        |
| 2 Wouldst thou have loved | 2 Would ye or you have loved |
| 3 Would she have loved    | 3 Would they have loved      |

Can you conjugate the following verbs, affirmatively, negatively and interrogatively, viz.: be, have, teach, write, read, seek, buy, confine, demand, engage?

## LESSON XIX.

## THE SUBJUNCTIVE MODE.

## QUESTIONS.

How does the Subjunctive Mode express an action? Which are the conjunctions that usually precede the Subjunctive Mode? How many Tenses has the Subjunctive Mode?

## PRESENT TENSE.

## QUESTIONS.

How is the Present Tense of the Subjunctive Mode formed? How is the verb, *to love*, conjugated in the Subjunctive Mode, Present Tense?

*Singular**Plural*

- |                |                     |
|----------------|---------------------|
| 1 If I love    | 1 If we love        |
| 2 If thou love | 2 If ye or you love |
| 3 If he love   | 3 If they love      |

How is the verb, *to be*, conjugated in the Present Tense?

*Singular**Plural*

- |                  |                       |
|------------------|-----------------------|
| 1 Unless I be    | 1 Unless we be        |
| 2 Unless thou be | 2 Unless ye or you be |
| 3 Unless it be   | 3 Unless they be      |

Conjugate the verb, *have*, with the conjunction, *except*.

*Singular**Plural*

- |                    |                    |
|--------------------|--------------------|
| 1 Except I have    | 1 Except we have   |
| 2 Except thou have | 2 Except you have  |
| 3 Except it have   | 3 Except they have |

Q. In what Tenses and Modes is the auxiliary *do*, used, and for what purpose?

A. It is used in the Present and Imperfect Tenses of the Subjunctive and Indicative Modes, to give more energy or emphasis to a declaration, or to ask a question.

Q. How is the verb, *to write*, conjugated with the auxiliary *do*, in the Present Tense of this Mode?

*Singular*

*Plural*

- |                    |                    |
|--------------------|--------------------|
| 1 If I do write    | 1 If we do write   |
| 2 If thou do write | 2 If you do write  |
| 3 If he do write   | 3 If they do write |

Conjugate the verb, *teach*, negatively.

*Singular*

*Plural*

- |                            |                            |
|----------------------------|----------------------------|
| 1 Though I do not teach    | 1 Though we do not teach   |
| 2 Though thou do not teach | 2 Though you do not teach  |
| 3 Though he do not teach   | 3 Though they do not teach |

Q. Can you conjugate read, seek, buy, confine, demand? and such other verbs as may be thought proper.

IMPERFECT TENSE.

QUESTIONS.

How does the Imperfect Tense represent an action? How is the Imperfect Tense formed or found? How is the verb, *to love*, conjugated in the Imperfect Tense.

*Singular*

*Plural*

- |                 |                 |
|-----------------|-----------------|
| 1 If I loved    | 1 If we loved   |
| 2 If thou loved | 2 If you loved  |
| 3 If he loved   | 3 If they loved |

Q. How do you conjugate the verb, *love*, with the auxiliary, *do*, in the Imperfect Tense?

*Singular*

*Plural*

- |                    |                    |
|--------------------|--------------------|
| 1 If I did love    | 1 If we did love   |
| 2 If thou did love | 2 If you did love  |
| 3 If he did love   | 3 If they did love |

Q. How do you conjugate the verb, *to be*, with the conjunction, *unless*?

*Singular*

*Plural*

- |                    |                    |
|--------------------|--------------------|
| 1 Unless I were    | 1 Unless we were   |
| 2 Unless thou wert | 2 Unless you were  |
| 3 Unless he were   | 3 Unless they were |



Q. How do you conjugate the verb, *to have*, with the conjunction, *except*?

*Singular*

- 1 Except I had
- 2 Except thou had
- 3 Except he had

*Plural*

- 1 Except we had
- 2 Except you had
- 3 Except they had

Conjugate the verbs, write, read, seek, teach, buy, confine, demand.

## PERFECT TENSE.

## QUESTIONS.

How does the Perfect Tense represent an action? How is the Perfect Tense of the Subjunctive Mode formed? How is the verb, *to love*, conjugated in the Perfect Tense?

*Singular*

- 1 If I have loved
- 2 If thou have loved
- 3 If he have loved

*Plural*

- 1 If we have loved
- 2 If you have loved
- 3 If they have loved

Q. How do you conjugate the verb, *to be*, with the conjunction, *unless*?

*Singular*

- 1 Unless I have been
- 2 Unless thou have been
- 3 Unless he have been

*Plural*

- 1 Unless we have been
- 2 Unless you have been
- 3 Unless they have been

Q. How do you conjugate the verb, *to have*, with the conjunction, *except*?

*Singular*

- 1 Except I have had
- 2 Except thou have had
- 3 Except he have had

*Plural*

- 1 Except we have had
- 2 Except you have had
- 3 Except they have had

Conjugate the verbs, write, read, seek, teach, buy, confine, demand, engage, affirmatively and negatively.

## PLUPERFECT TENSE.

## QUESTIONS.

How does the Pluperfect Tense represent an action? How is the Pluperfect Tense of the Subjunctive Mode

formed? How is the verb, *to love*, conjugated in this Tense?

*Singular*

*Plural*

- |                     |                     |
|---------------------|---------------------|
| 1 If I had loved    | 1 If we had loved   |
| 2 If thou had loved | 2 If you had loved  |
| 3 If he had loved   | 3 If they had loved |

Q. How do you conjugate the verb, *love*, negatively?

*Singular*

*Plural*

- |                         |                         |
|-------------------------|-------------------------|
| 1 If I had not loved    | 1 If we had not loved   |
| 2 If thou had not loved | 2 If you had not loved  |
| 3 If he had not loved   | 3 If they had not loved |

Q. How is the verb, *to be*, conjugated with the conjunction, *unless*?

*Singular*

*Plural*

- |                        |                        |
|------------------------|------------------------|
| 1 Unless I had been    | 1 Unless we had been   |
| 2 Unless thou had been | 2 Unless you had been  |
| 3 Unless he had been   | 3 Unless they had been |

Q. How is the verb, *to have*, conjugated with the conjunction, *except*?

*Singular*

*Plural*

- |                       |                       |
|-----------------------|-----------------------|
| 1 Except I had had    | 1 Except we had had   |
| 2 Except thou had had | 2 Except you had had  |
| 3 Except he had had   | 3 Except they had had |

Conjugate the verbs, write, read, seek, teach, buy, confine, demand, engage, with the different conjunctions.

### FIRST FUTURE TENSE.

#### QUESTIONS.

How does the First Future Tense represent an action? How is the First Future Tense formed? How is the verb, *to love*, conjugated in this Tense.

*Singular*

*Plural*

- |                     |                     |
|---------------------|---------------------|
| 1 If I shall love   | 1 If we shall love  |
| 2 If thou wilt love | 2 If you will love  |
| 3 If he will love   | 3 If they will love |

Conjugate the verb, *love*, negatively.

Q. How is the verb, *to be*, conjugated in the First Future Tense?

| <i>Singular</i>       | <i>Plural</i>     |
|-----------------------|-------------------|
| 1 Unless I shall be   | 1 If we shall be  |
| 2 Unless thou wilt be | 2 If you will be  |
| 3 Unless he will be   | 3 If they will be |

Q. How is the verb, *to have*, conjugated with the conjunction, *whether*?

| <i>Singular</i>          | <i>Plural</i>            |
|--------------------------|--------------------------|
| 1 Whether I shall have   | 1 Whether we shall have  |
| 2 Whether thou wilt have | 2 Whether you will have  |
| 3 Whether it will have   | 3 Whether they will have |

Conjugate the verbs, write, read, seek, teach, learn, buy, engage, demand, with the different conjunctions.

## SECOND FUTURE TENSE.

### QUESTIONS.

How does the Second Future Tense represent an action? How is the Second Future Tense formed? How is the verb, *to love*, conjugated in this Tense?

| <i>Singular</i>           | <i>Plural</i>             |
|---------------------------|---------------------------|
| 1 If I shall have loved   | 1 If we shall have loved  |
| 2 If thou wilt have loved | 2 If you will have loved  |
| 3 If he will have loved   | 3 If they will have loved |

Q. How do you conjugate the verb, *to be*, with the conjunction, *whether*?

| <i>Singular</i>               | <i>Plural</i>                 |
|-------------------------------|-------------------------------|
| 1 Whether I shall have been   | 1 Whether we shall have been  |
| 2 Whether thou wilt have been | 2 Whether you will have been  |
| 3 Whether he will have been   | 3 Whether they will have been |

Q. How do you conjugate the verb, *to have*, with the conjunction, *lest*?

| <i>Singular</i>           | <i>Plural</i>             |
|---------------------------|---------------------------|
| 1 Lest I shall have had   | 1 Lest we shall have had  |
| 2 Lest thou wilt have had | 2 Lest you will have had  |
| 3 Lest he will have had   | 3 Lest they will have had |



Q. How will you conjugate the verb, *to write*, negatively, with the conjunction, *though*?

*Singular*

- 1 Though I shall not have written
- 2 Though thou wilt not have written
- 3 Though he will not have written

*Plural*

- 1 Though we shall not have written
- 2 Though you will not have written
- 3 Though they will not have written

## LESSON XX.

## THE INDICATIVE MODE.

## QUESTIONS.

How does the Indicative Mode express an action? How many Tenses has the Indicative Mode?

## PRESENT TENSE.

## QUESTIONS.

How does the Present Tense represent an action? How is the verb, *to be*, conjugated in the Indicative Mode, Present Tense?

*Singular*

- 1 I am
- 2 Thou art
- 3 He is

*Plural*

- 1 We are
- 2 Ye or you are
- 3 They are

Q. How do you conjugate *to be*, negatively?

*Singular*

- 1 I am not
- 2 Thou art not
- 3 He is not

*Plural*

- 1 We are not
- 2 Ye or you are not
- 3 They are not

Q. How do you conjugate the verb, *to have*?

*Singular*

- 1 I have
- 2 Thou hast
- 3 He has

*Plural*

- 1 We have
- 2 Ye or you have
- 3 They have

Q. How do you conjugate this verb, interrogatively?

| <i>Singular</i>  | <i>Plural</i>  |
|------------------|----------------|
| 1 Do I have      | 1 Do we have   |
| 2 Dost thou have | 2 Do you have  |
| 3 Does he have   | 3 Do they have |

Q. How is the verb, *to love*, conjugated in this Mode and Tense?

| <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|
| 1 I love        | 1 We love     |
| 2 Thou lovest   | 2 You love    |
| 3 He loves      | 3 They love   |

Q. How will you conjugate it, interrogatively and negatively?

| <i>Singular</i>      | <i>Plural</i>      |
|----------------------|--------------------|
| 1 Do I not love      | 1 Do we not love   |
| 2 Dost thou not love | 2 Do you not love  |
| 3 Does he not love   | 3 Do they not love |

Conjugate the verbs, read, write, take, study, arise, go, work, demand, negatively and interrogatively.

#### IMPERFECT TENSE.

##### QUESTIONS.

How does the Imperfect Tense express an action? How is the Imperfect Tense formed and found? How is the verb, *to be*, conjugated in this Tense?

| <i>Singular</i> | <i>Plural</i>    |
|-----------------|------------------|
| 1 I was         | 1 We were        |
| 2 Thou wast     | 2 Ye or you were |
| 3 He was        | 3 They were      |

Conjugate the same, negatively and interrogatively?

Q. How do you conjugate the verb, *to have*, in this Mode and Tense, and in the negative form?

| <i>Singular</i>  | <i>Plural</i>  |
|------------------|----------------|
| 1 I had not      | 1 We had not   |
| 2 Thou hadst not | 2 You had not  |
| 3 She had not    | 3 They had not |

Q. How do you conjugate the same verb, with the auxiliary, *did*, and in the negative form?

*Singular*

- 1 I did not have
- 2 Thou didst not have
- 3 It did not have

*Plural*

- 1 We did not have
- 2 You did not have
- 3 They did not have

Conjugate the same, affirmatively and interrogatively.

Q. How is the verb, *to love*, conjugated affirmatively?

*Singular*

- 1 I loved
- 2 Thou lovedst
- 3 She loved

*Plural*

- 1 We loved
- 2 You loved
- 3 They loved

Q. How do you conjugate the same verb, interrogatively, in the negative form, with the auxiliary *did*?

*Singular*

- 1 Did I not love
- 2 Didst thou not love
- 3 Did she not love

*Plural*

- 1 Did we not love
- 2 Did you not love
- 3 Did they not love

Q. How is the verb, *to teach*, conjugated in this Mode and Tense?

*Singular*

- 1 I taught
- 2 Thou taughtest
- 3 He taught

*Plural*

- 1 We taught
- 2 You taught
- 3 They taught

Conjugate read, write, go, see, take, demand, and engage, affirmatively, negatively, and interrogatively.

## PERFECT TENSE.

## QUESTIONS.

How does the Perfect Tense represent an action? How is the Perfect Tense of the Indicative Mode formed? How is the verb, *to be*, conjugated in this Mode and Tense?

*Singular*

- 1 I have been
- 2 Thou hast been
- 3 He has been

*Plural*

- 1 We have been
- 2 Ye or you have been
- 3 They have been



Q. How is it conjugated in the negative form ?

*Singular*

- 1 I have not been
- 2 Thou hast not been
- 3 He has not been

*Plural*

- 1 We have not been
- 2 You have not been
- 3 They have not been

Q. How is the verb, *to have*, conjugated in this Mode and Tense ?

*Singular*

- 1 I have had
- 2 Thou hast had
- 3 He has had

*Plural*

- 1 We have had
- 2 You have had
- 3 They have had

Q. How is it conjugated in the negative interrogative form ?

*Singular*

- 1 Have I not had
- 2 Hast thou not had
- 3 Has it not had

*Plural*

- 1 Have we not had
- 2 Have you not had
- 3 Have they not had

Q. How is the verb, *to love*, conjugated ?

*Singular*

- 1 I have loved
- 2 Thou hast loved
- 3 He has loved

*Plural*

- 1 We have loved
- 2 Ye or you have loved
- 3 They have loved

Conjugate the same negatively and interrogatively.

Q. How is the verb, *to write*, conjugated in this Mode and Tense ?

*Singular*

- 1 I have written
- 2 Thou hast written
- 3 She has written

*Plural*

- 1 We have written
- 2 You have written
- 3 They have written

Q. How do you conjugate it negatively ?

*Singular*

- 1 I have not written
- 2 Thou hast not written
- 3 She has not written

*Plural*

- 1 We have not written
- 2 You have not written
- 3 They have not written

Conjugate the same in the affirmative and negative interrogative forms ; and also, the verbs, *arise*, *go*, *come*, *return*, *see*, *make*, *hear*.

## PLUPERFECT TENSE.

## QUESTIONS.

How does the Pluperfect Tense represent an action? How is this Tense formed in the Indicative Mode? How is the verb, *to be*, conjugated in this Tense?

*Singular*

- 1 I had been
- 2 Thou hadst been
- 3 It had been

*Plural*

- 1 We had been
- 2 Ye or you had been
- 3 They had been

Q. How do you conjugate the same, interrogatively?

*Singular*

- 1 Had I been
- 2 Hadst thou been
- 3 Had he been

*Plural*

- 1 Had we been
- 2 Had you been
- 3 Had they been

Q. How do you conjugate the verb, *to have*, in this Tense?

*Singular*

- 1 I had had
- 2 Thou hadst had
- 3 He had had

*Plural*

- 1 We had had
- 2 Ye or you had had
- 3 They had had

Q. How is this verb conjugated, negatively, in this Tense?

- 1 I had not had
- 2 Thou hadst not had
- 3 He had not had

- 1 We had not had
- 2 You had not had
- 3 They had not had

Q. How is the verb, *to love*, in this Mode and Tense?

*Singular*

- 1 I had loved
- 2 Thou hadst loved
- 3 He had loved

*Plural*

- 1 We had loved
- 2 Ye or you had loved
- 3 They had loved

Conjugate the same negatively.

Q. How is the verb, *to learn*, in this Mode and Tense?

*Singular*

- 1 I had learned
- 2 Thou hadst learned
- 3 She had learned

*Plural*

- 1 We had learned
- 2 You had learned
- 3 They had learned

Conjugate the same in the negative interrogative form.

Q. How is the verb, *to choose*, in this Mode and Tense?

| <i>Singular</i>     | <i>Plural</i>     |
|---------------------|-------------------|
| 1 I had chosen      | 1 We had chosen   |
| 2 Thou hadst chosen | 2 You had chosen  |
| 3 He had chosen     | 3 They had chosen |

Conjugate, read, write, speak, do, catch, arise.

### FIRST FUTURE TENSE.

#### QUESTIONS.

How does the First Future Tense represent an action? How is this Tense formed in the Indicative Mode? What do *shall*, and *will*, imply, as used in the different persons? How do you conjugate the verb, *to be*, with the auxiliary, *will*, in the first person?

| <i>Singular</i> | <i>Plural</i>   |
|-----------------|-----------------|
| 1 I will be     | 1 We will be    |
| 2 Thou shalt be | 2 You shall be  |
| 3 He shall be   | 3 They shall be |

Q. How is it conjugated with *shall*, in the first person?

| <i>Singular</i> | <i>Plural</i>  |
|-----------------|----------------|
| 1 I shall be    | 1 We shall be  |
| 2 Thou wilt be  | 2 You will be  |
| 3 He will be    | 3 They will be |

Conjugate the same in the negative and interrogative forms.

Q. How is the verb, *to have*, in this Mode and Tense?

| <i>Singular</i>   | <i>Plural</i>     |
|-------------------|-------------------|
| 1 I will have     | 1 We will have    |
| 2 Thou shalt have | 2 You shall have  |
| 3 He shall have   | 3 They shall have |

How with the auxiliary *shall*, in the first person?

| <i>Singular</i>  | <i>Plural</i>    |
|------------------|------------------|
| 1 I shall have   | 1 We shall have  |
| 2 Thou wilt have | 2 You will have  |
| 3 He will have   | 3 They will have |



Q. How is the verb, *to love*, in this Mode and Tense?

| <i>Singular</i>  | <i>Plural</i>    |
|------------------|------------------|
| 1 I shall love   | 1 We shall love  |
| 2 Thou wilt love | 2 Ye will love   |
| 3 He will love   | 3 They will love |

Q. How is the verb, *to demand*, in this Tense?

| <i>Singular</i>    | <i>Plural</i>       |
|--------------------|---------------------|
| 1 I shall demand   | 1 We will demand    |
| 2 Thou wilt demand | 2 You shall demand  |
| 3 He will demand   | 3 They shall demand |

Conjugate the foregoing verbs negatively and interrogatively; also, such other verbs as may be thought best by the teacher.

## SECOND FUTURE TENSE.

### QUESTIONS.

How does the Second Future Tense represent an action? How is the Second Future Tense of the Indicative Mode formed? How is the verb, *to be*, conjugated in this Mode and Tense?

| <i>Singular</i>       | <i>Plural</i>         |
|-----------------------|-----------------------|
| 1 I shall have been   | 1 We shall have been  |
| 2 Thou wilt have been | 2 You will have been  |
| 3 He will have been   | 3 They will have been |

| <i>Singular</i>        | <i>Plural</i>          |
|------------------------|------------------------|
| 1 I will have been     | 1 We will have been    |
| 2 Thou shalt have been | 2 You shall have been  |
| 3 He shall have been   | 3 They shall have been |

Q. Can you conjugate this verb negatively and interrogatively?

Q. How is the verb, *to have*, in this Mode and Tense?

| <i>Singular</i>               | <i>Plural</i>                 |
|-------------------------------|-------------------------------|
| 1 I shall or will have had    | 1 We shall or will have had   |
| 2 Thou shalt or wilt have had | 2 You shall or will have had  |
| 3 He shall or will have had   | 3 They shall or will have had |

Q. How is this verb conjugated in the interrogative form?

*Singular*

- 1 Shall I have had
- 2 Wilt thou have had
- 3 Will he have had

*Plural*

- 1 Shall we have had
- 2 Will you have had
- 3 Will they have had

Q. How is the verb, *to love*, conjugated in this Mode and Tense?

*Singular*

- 1 I shall have loved
- 2 Thou wilt have loved
- 3 He will have loved

*Plural*

- 1 We shall have loved
- 2 You will have loved
- 3 They will have loved

Q. How can you conjugate this verb in an interrogative negative form?

*Singular*

- 1 Shall I not have loved
- 2 Wilt thou not have loved
- 3 Will he not have loved

*Plural*

- 1 Shall we not have loved
- 2 Will you not have loved
- 3 Will they not have loved

Conjugate the verbs, write, read, teach, rise, and such other verbs as may be thought proper, under the several forms of affirmation, negation, and interrogation.

## LESSON XXI.

## PASSIVE VOICE.

Q. How does a Passive Verb express an action or relation?

A. It expresses the suffering or receiving of an action that is performed by some other agent or actor.

Q. How is a Passive Verb conjugated or formed?

A. A Passive Verb is formed and conjugated by placing the verb, *to be*, in any Mode or Tense desired, and prefixing to it the perfect participle of any other verb.

## THE INFINITIVE MODE.

## QUESTIONS.

How does the Infinitive Mode express an action? How is it distinguished? How many Tenses has this Mode? How

are these Tenses distinguished and formed? How are the following verbs expressed in this Mode, and in the Passive Voice.

| <i>Questions.</i> | <i>Present.</i> | <i>Perfect.</i>        |
|-------------------|-----------------|------------------------|
| Love              | To be loved     | To have been loved     |
| Clothe            | To be clothed   | To have been clothed   |
| Forget            | To be forgotten | To have been forgotten |
| Forsake           | To be forsaken  | To have been forsaken  |
| Teach             | To be taught    | To have been taught    |
| Wound             | To be wounded   | To have been wounded   |

### THE IMPERATIVE MODE.

#### QUESTIONS.

How does the Imperative Mode express an action? How many Tenses has the Imperative Mode? What must always be the nominative case to a verb in this Mode, and why? How are the following verbs expressed or conjugated in the Imperative Mode, Passive Voice?

| <i>Questions</i> | <i>Singular</i>                              | <i>Plural</i>                              |
|------------------|--|--|
| Love             | Be thou loved or do thou<br>be loved         | Be ye loved or do ye be<br>loved           |
| Clothe           | Be thou clothed or do<br>thou be clothed     | Be ye clothed or do ye be<br>clothed       |
| Forget           | Be thou forgotten or do<br>thou be forgotten | Be you forgotten or do<br>you be forgotten |
| Forsake          | Be thou forsaken or do<br>thou be forsaken   | Be you forsaken or do you<br>be forsaken   |
| Teach            | Be thou taught or do<br>thou be taught       | Be ye taught or do you<br>be taught        |
| Wound            | Be thou wounded or do<br>thou be wounded     | Be ye wounded or do you<br>be wounded      |

### THE POTENTIAL MODE.

#### QUESTIONS.

How does the Potential Mode express an action? What auxiliary verbs are used to denote the Potential Mode? How many Tenses has this Mode? Which are they?

#### PRESENT TENSE.

##### QUESTIONS.

How does the Present Tense represent an action? How is the Present Tense of the Potential Mode formed? How is



the verb, *to love*, conjugated in the Potential Mode, Present Tense, Passive Voice ?

*Singular*

- 1 I may or can be loved
- 2 Thou mayst or canst be loved
- 3 He may or can be loved

*Plural*

- 1 We may or can be loved
- 2 You may or can be loved
- 3 They may or can be loved

Q. How is the verb, *to clothe*, conjugated, with the auxiliary, *must* ?

*Singular*

- 1 I must be clothed
- 2 Thou must be clothed
- 3 She must be clothed

*Plural*

- 1 We must be clothed
- 2 Ye or you must be clothed
- 3 They must be clothed

Conjugate the following verbs, negatively, and interrogatively, viz.: forget, forsake, teach, instruct, wound, hurt, permit.

## IMPERFECT TENSE.

How does the Imperfect Tense represent an action ? How is the Imperfect Tense of this Mode formed ? How is the verb, *to love*, conjugated in this Mode and Tense, Passive Voice ?

*Singular*

- 1 I might, could, would, or should be loved
- 2 Thou mightst, couldst, wouldst, or shouldst be loved
- 3 He might, could, would, or should be loved

*Plural*

- 1 We might, could, would, or should be loved
- 2 Ye or you might, could, would, or should be loved
- 3 They might, could, would, or should be loved

Q. How is the verb, *to clothe*, in this Mode and Tense ?

*Singular*

- 1 I might, could, would, or should be clothed
- 2 Thou mightst, couldst, wouldst, or shouldst be clothed
- 3 He might, could, would, or should be clothed

*Plural*

- 1 We might, could, would, or should be clothed
- 2 Ye or you might, could, would, or should be clothed
- 3 They might, could, would, or should be clothed

## PERFECT TENSE.

## QUESTIONS.

How does the Perfect Tense represent an action? How is the Perfect Tense of the Potential Mode formed? How is the verb, *to love*, conjugated in the Perfect Tense of this Mode, Passive Voice?

*Singular*

- 1 I may or can have been loved
- 2 Thou mayst or canst have been loved
- 3 He may or can have been loved

*Plural*

- 1 We may or can have been loved
- 2 You may or can have been loved
- 3 They may or can have been loved

Q. How do you conjugate the verb, *to clothe*, with the auxiliary, *must*?

*Singular*

- 1 I must have been clothed
- 2 Thou must have been clothed
- 3 He must have been clothed

*Plural*

- 1 We must have been clothed
- 2 You must have been clothed
- 3 They must have been clothed

Conjugate the verbs, *forget*, *forsake*, *teach*, *instruct*, and *hurt*, affirmatively, negatively, and interrogatively, with the different auxiliaries.

## PLUPERFECT TENSE.

## QUESTIONS.

How does the Pluperfect Tense represent an action? How is the Pluperfect Tense of the Potential Mode formed? How is the verb, *to love*, conjugated in the Perfect Tense, Passive Voice.

*Singular*

- 1 I might or could have been loved
- 2 Thou mightst or couldst have been loved
- 3 He might or could have been loved

*Plural*

- 1 We might or could have been loved
- 2 You might or could have been loved
- 3 They might or could have been loved

Conjugate the verb, *to teach*, with the auxiliaries, *should*, and *would*.

*Singular*

- 1 I should or would have been taught
- 2 Thou shouldst or wouldst have been taught
- 3 He should or would have been taught

*Plural*

- 1 We should or would have been taught
- 2 You should or would have been taught
- 3 They should or would have been taught

Conjugate the verbs, *clothe*, *forget*, *forsake*, *instruct*, *hurt*, *appoint*, with the different auxiliaries, and in the negative and interrogative form, as before directed.

## EXAMPLES.

Let the learner conjugate the following Verbs, in the Infinitive, Imperative, and Potential Modes, alternately, in the Active and Passive Voices, viz.: *beat*, *bereave*, *catch*, *choose*, *drive*, *fight*, *leave*, *seek*, *take*, *throw*.

## LESSON XXII.

## THE SUBJUNCTIVE MODE.

## QUESTIONS.

How does the Subjunctive Mode express an action? What Conjunctions require the Subjunctive Mode after them? How many Tenses has the Subjunctive Mode?

## PRESENT TENSE.

## QUESTIONS.

How does the Present Tense represent an action? How is the verb, *to love*, conjugated in the Subjunctive Mode, Passive Voice?

*Singular*

- 1 If I be loved
- 2 If thou be loved
- 3 If he be loved

*Plural*

- 1 If we be loved
- 2 If ye or you be loved
- 3 If they be loved.



Conjugate the same verb negatively. Also, the verbs, clothe, teach, beat, forget, and catch, with the different conjunctions.

#### IMPERFECT TENSE.

##### QUESTIONS.

How does the Imperfect Tense represent an action? How is the Imperfect Tense formed or found? How is the verb, *to love*, in the Imperfect Tense, Passive Voice?

##### *Singular*

- 1 If I were loved
- 2 If thou wert loved
- 3 If he were loved

##### *Plural*

- 1 If we were loved
- 2 If you were loved
- 3 If they were loved

Conjugate the verbs, named in the Present Tense, in the same manner as there required.

#### PERFECT TENSE.

##### QUESTIONS.

How does the Perfect Tense represent an action? How is the Perfect Tense formed? How is the verb, *to love*, conjugated in the Perfect Tense?

##### *Singular*

- 1 If I have been loved
- 2 If thou have been loved
- 3 If he have been loved

##### *Plural*

- 1 If we have been loved
- 2 If you have been loved
- 3 If they have been loved

Conjugate the same negatively; also, the verbs, clothe, teach, beat, forget, and forgive, with the different conjunctions.

#### PLUPERFECT TENSE.

##### QUESTIONS.

How does the Pluperfect Tense represent an action? How is the Pluperfect Tense formed? How is the verb, *to love*, conjugated in this Tense, and in the Passive Voice?

- 1 If I had been loved
- 2 If thou had been loved
- 3 If she had been loved

- 1 If we had been loved
- 2 If you had been loved
- 3 If they had been loved

Conjugate the same negatively ; also, the verbs, clothe, teach, instruct, beat, hurt, and catch, with the several conjunctions that require the Subjunctive Mode after them.

## FIRST FUTURE TENSE.

## QUESTIONS.

How does the First Future Tense represent an action ?  
How is the First Future Tense formed ? How is the verb, *to love*, conjugated in this Tense, Passive Voice ?

*Singular**Plural*

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 If I shall or will be loved    | 1 If we shall or will be loved   |
| 2 If thou shalt or wilt be loved | 2 If you shall or will be loved  |
| 3 If he shall or will be loved   | 3 If they shall or will be loved |

Conjugate the same, as required in the previous Tenses, together with the other verbs there named.

## SECOND FUTURE TENSE.

## QUESTIONS.

How does the Second Future Tense represent an action ?  
How is the Second Future Tense formed ? How is the verb, *to love*, conjugated in this Tense ?

*Singular**Plural*

- |   |   |
|---|---|
| 1 If I shall or will have been loved    | 1 If we shall or will have been loved   |
| 2 If thou shalt or wilt have been loved | 2 If you shall or will have been loved  |
| 3 If he shall or will have been loved   | 3 If they shall or will have been loved |

Conjugate the same, with the other verbs, as required above.

## EXAMPLES.

Let the learner be required to conjugate the following verbs, in the Infinitive, Imperative, Potential, and Subjunctive Modes, alternately, in the Active and Passive Voices, viz.: chide, choose, draw, hear, know, leave, remove, and smite ; using the single auxiliaries with each verb, instead of uniting two ; as, If I shall love, if thou wilt love ; instead of, I shall or will love.

## LESSON XXIII.

## THE INDICATIVE MODE.

## QUESTIONS.

How does the Indicative Mode express an action? How many Tenses has the Indicative Mode?

## PRESENT TENSE.

## QUESTIONS.

How does the Present Tense represent an action? How is the verb, *to love*, conjugated in the Indicative Mode, Present Tense, Passive Voice?

*Singular*

- 1 I am loved
- 2 Thou art loved
- 3 He is loved

*Plural*

- 1 We are loved
- 2 Ye or you are loved
- 3 They are loved

Conjugate the same negatively, interrogatively, and in the negative interrogative form. Also, the verbs, clothe, teach, beat, forget, forsake, catch, forgive.

## IMPERFECT TENSE.

## QUESTIONS.

How does the Imperfect Tense express an action? How is the Imperfect Tense formed and found? How is the verb, *to love*, conjugated in the Imperfect Tense, Passive Voice?

*Singular*

- 1 I was loved
- 2 Thou wast loved
- 3 She was loved

*Plural*

- 1 We were loved
- 2 Ye or you were loved
- 3 They were loved

Conjugate the same, together with the verbs named in the preceding Tense, in the manner there required.

## PERFECT TENSE.

## QUESTIONS.

How does the Perfect Tense represent an action? How is the Perfect Tense of the Indicative Mode formed and found?



How is the verb, *to love*, conjugated in the Perfect Tense, Passive Voice?

*Singular**Plural*

- |                        |                        |
|------------------------|------------------------|
| 1 I have been loved    | 1 We have been loved   |
| 2 Thou hast been loved | 2 You have been loved  |
| 3 He has been loved    | 3 They have been loved |

Conjugate the same negatively and interrogatively. Also, the verbs mentioned in the foregoing tenses, as there required.

## PLUPERFECT TENSE.

## QUESTIONS.

How does the Pluperfect Tense represent an action? How is the Pluperfect Tense formed? How is the verb, *to love*, conjugated in this Tense, and in the Passive Voice?

*Singular**Plural*

- |                         |                       |
|-------------------------|-----------------------|
| 1 I had been loved      | 1 We had been loved   |
| 2 Thou hadst been loved | 2 You had been loved  |
| 3 He had been loved     | 3 They had been loved |

## FIRST FUTURE TENSE.

## QUESTIONS.

How does the First Future Tense represent an action? How is this Tense formed in the Indicative Mode? How is the verb, *to love*, conjugated in the First Future Tense?

*Singular**Plural*

- |                               |                               |
|-------------------------------|-------------------------------|
| 1 I shall or will be loved    | 1 We shall or will be loved   |
| 2 Thou shalt or wilt be loved | 2 You shall or will be loved  |
| 3 He shall or will be loved   | 3 They shall or will be loved |

## SECOND FUTURE TENSE.

## QUESTIONS.

How does the Second Future Tense represent an action? How is the Second Future Tense of the Indicative Mode formed? How is the verb, *to love*, conjugated in this Tense?

*Singular**Plural*

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 I shall or will have been loved    | 1 We shall or will have been loved   |
| 2 Thou shalt or wilt have been loved | 2 You shall or will have been loved  |
| 3 He shall or will have been loved   | 3 They shall or will have been loved |

Conjugate the same, together with the other verbs, negatively, interrogatively, and in the negative interrogative form, connecting each with a single auxiliary.

## PASSIVE PARTICIPLES.

Q. How are Passive Participles formed ?

A. They are formed by adding the three Participles of the verb *to be*, namely, *being*, *been*, *having been*, to the perfect participle of any verb ; as may be seen from the following :

| <i>Verbs.</i> | <i>Present.</i>  | <i>Perfect.</i> | <i>Compound Perfect.</i> |
|---------------|------------------|-----------------|--------------------------|
| Love          | Being loved      | Been loved      | Having been loved        |
| Teach         | Being taught     | Been taught     | Having been taught       |
| Clothe        | Being clothed    | Been clothed    | Having been clothed      |
| Instruct      | Being instructed | Been instructed | Having been instructed   |
| Beat          | Being beaten     | Been beaten     | Having been beaten       |
| Hurt          | Being hurt       | Been hurt       | Having been hurt         |

## EXAMPLES.

## EXERCISES ON THE PERSONS, NUMBERS, MODES, TENSES, AND VOICES.

Give the Second Person, Singular, of the following Verbs, namely: abide, begin, command, desire, effect, forgive, grant, hinder, inform, judge, know, learn, murder, notice, obligate, peruse, quarrel, ruminate, study.

Q. Can you give the Third Person Singular of the following Verbs, namely: boast, build, cry, do, engage, brush, catch, ride, slide, try, go, echo, cast, beseech, freeze, have.

Q. Can you tell in what Person, Number, Tense, and Mode, the following Verbs are placed, also whether they are Active, Passive, or Neuter ? I shall attend. You must not go. They have been. He ought to write. If she does not study, she cannot learn. He was wounded. He must have been seen. She has been much admired. Unless you are prudent, you will never be rich. Put John's hat on his head. To be beloved is desirable. We shall have dined. They might have done it. She was well instructed. He would not be dishonored. It may take place. You should have been there.

## LESSON XXIV.

## THE ADVERB.

Q. What is an ADVERB ?

A. An ADVERB is a word joined to *Verbs, Participles, Adjectives*, and other *Adverbs*, to modify their meaning, or to express some quality or circumstance respecting them ; as, He speaks *distinctly*. She sings *elegantly*. The sun shines *brightly*. They behaved *disgracefully*. Here, the words, *distinctly, elegantly, brightly, and disgracefully*, are Adverbs, qualifying the Verbs, *speaks, sings, shines, and behaved*.

Q. Into how many Classes may Adverbs be divided, as respects their signification ?

A. Adverbs may be divided into six general Classes, namely: *Time, Place, Degree, Manner, Number, and Order*.

Q. How are Adverbs of *Time* distinguished ?

A. Adverbs of Time are those which answer to the questions, When ? How often ? How soon ?

Q. How may Adverbs of time be subdivided ?

A. They are subdivided into four Classes, namely, Time Past, Time Present, Time Future, and Time Indefinite.

1. Of TIME PAST ; as, already, yesterday, lately, recently, anciently, heretofore, hitherto, since, long since, long ago.

2. Of TIME PRESENT ; as, now, yet, to-day, presently, instantly, immediately, directly, straightway.

3. Of TIME FUTURE ; as, to-morrow, hereafter, not yet, henceforth, by and by, soon, ere long, henceforward.

4. Of TIME INDEFINITE ; as, when, then, before, after, while, till, until, early, lately, always, ever, never, eternally, often, oftentimes, sometimes, seldom, rarely, hourly, daily.

Q. How are Adverbs of Place distinguished ?

A. They are those which answer to the questions, Where ? Whither ? Whence ?

Q. How are Adverbs of Place subdivided ?

A. They are subdivided into two Classes, namely, Place and Direction.

1. Of PLACE ; as, here, there, where, every where, no where, wherever, hither, thither, whither, whence, thence, hence, within, without, away, beyond.

2. Of DIRECTION ; as, upwards, downwards, backward, forward, sideways, heavenward, homeward, hitherward,



thitherward, hereabout, thereabout, back, forth, behind, before.

Q. How are Adverbs of Degree distinguished ?

A. They are those that answer to the questions, How much ? How little ?

Q. How are Adverbs of Degree subdivided ?

A. They are subdivided into two Classes, namely, Abundance and Deficiency ; as,

1. Of ABUNDANCE ; as, much, too much, enough, abundantly, sufficiently, completely, exceedingly, perfectly, vastly, wholly, totally, immensely, greatly, chiefly, entirely, fully, altogether, more, most.

2. Of DEFICIENCY ; as, little, less, least, scarcely, hardly, merely, barely, partially, nearly, partly, only, but, almost, stintedly, diminutively.

Q. How are Adverbs of Manner distinguished ?

A. They are those which answer to the question, How ? or that show how a subject is considered, or how an action is performed.

Q. How may Adverbs of Manner be subdivided ?

A. They are subdivided into four Classes, namely, Quality, Affirmation, Negation, and Doubt.

1. Of QUALITY ; as, well, ill, wisely, foolishly, justly, unjustly, quickly, slowly, bravely, soberly, firmly, gravely, sadly, mirthfully, playfully, daringly.

2. Of AFFIRMATION ; as, yes, yea, aye, verily, truly, indeed, surely, certainly, doubtless, undoubtedly, amen.

3. Of NEGATION ; as, no, nay, not, in nowise, never, not at all, surely not, by no means.

4. Of DOUBT ; as, perhaps, perchance, peradventure, may be so, possibly, haply, probably, unlikely.

Q. Which are the Adverbs of Number ?

A. They are, *once, twice, thrice, four times*, and so on.

Q. Which are Adverbs of Order ?

A. They are, *firstly, secondly, thirdly, fourthly*, and so on.

Q. What are Interrogative Adverbs ?

A. They are those that are used in asking questions ; as, how, why, when, where, whither, wherefore ; but these severally belong to the Classes under which they have been previously arranged.

Q. What is the particular use of Adverbs ?

A. They are of much use in expressing the quality or circumstance attached to other words, but they are more par-

ticularly useful in shortening a phrase or sentence, by expressing, in one word, what would require two or more different words to give the same meaning; as, *Come here*, instead of, *Come to this place*. *He acts nobly*, instead of, *He acts in a noble manner*.

Q. Have Adverbs any Modifications?

A. They have none but the degrees of comparison, some Adverbs being compared like Adjectives; as, soon, sooner, soonest; often, oftener, oftenest; long, longer, longest.

Q. How are Adverbs ending in *ly*, compared?

A. They are compared by more and most, or less and least; as, wisely, more wisely, most wisely; culpably, less culpably, least culpably; bravely, more bravely, most bravely.

Q. How do you compare the following irregular Adverbs?

| Questions    | Answers                   |
|--------------|---------------------------|
| Well         | Well, better, best.       |
| Badly or ill | Ill, worse, worst.        |
| Little       | Little, less, least.      |
| Much         | Much, more, most.         |
| Far          | Far, farther, farthest.   |
| Forth        | Forth, further, furthest. |

Q. Will all Adverbs of quality admit of being compared?

A. They will not. Those derived from Superlative Adjectives will, like the Adjective from which they are formed, not admit of comparison; as, *infinitely*, *supremely*, *eternally*, *everlastingly*.

Q. When circumstances of time, place, or manner, are expressed by several words, constituting a *phrase*, what is such a phrase called?

A. It is called an adverbial phrase; as, Not at all, in no wise, in short, at least, by and by, to and fro, in vain, in order, long since, by no means, long ago, in general, at length, mean while, alongside.

N. B. Some words are made adverbs by prefixing *a* to them; as, abed, aboard, ashore, afloat, aground.

#### EXAMPLES.

They will be here immediately. He will bitterly repent of his folly. I now think of going very soon. We saw them yesterday. Perhaps he may be here to-morrow. Hereafter

you will have reason to remember my advice. She dances elegantly, and sings most sweetly. All must, sooner or later, sleep the sleep of death. Those who read too little, often talk too much. Thrice have I warned you of the danger, and as often have you disregarded my admonitions. How do I know that you did not do it? When is James coming home?

#### QUESTIONS.

Which are the adverbs? What words do they qualify? To what classes do they belong? Which are the nouns, and pronouns? Their person, number, and case? Which are verbs? Their person, number, mode, and tense.

### LESSON XXV.

#### THE PREPOSITION.

Q. What are PREPOSITIONS, and what is their use?

A. PREPOSITIONS are parts of speech used to connect words together, and to show what relation they bear to each other.

Q. Where are they generally placed?

A. They are placed before Nouns and Pronouns, and always require an Objective Case to follow them; as, They reside *in* Boston. He passed *over* the river. She came *with* her brother, but went away *without* him. Here, the words, *in*, *over*, *with*, and *without*, are prepositions, connecting and showing the relation of the words between which they are placed, and governing the words that follow them in the Objective case.

Q. Which are the principal Prepositions?

A. They are the following, namely:

|          |          |           |            |            |
|----------|----------|-----------|------------|------------|
| Above*   | Behind*  | Excepting | Past       | Throughout |
| About*   | Below*   | For       | Regarding  | Underneath |
| Across*  | Beneath* | From*     | Respecting | Unlike     |
| After    | Beside*  | In*       | Round*     | Up*        |
| Against* | Besides  | Into*     | Since      | Upon*      |
| Along*   | Between* | Like      | Till       | With       |
| Amid*    | Betwixt* | Near*     | To*        | Within*    |



|          |            |       |          |              |
|----------|------------|-------|----------|--------------|
| Amidst*  | Beyond*    | Nigh* | Touching | Without*     |
| Among*   | By*        | Of    | Towards* | According to |
| Amongst* | Concerning | Off*  | Through* | Instead of   |
| Athwart* | Down*      | On*   | Under*   | Out of       |
| At*      | During     | Over* | Unto*    | Round about* |
| Before*  | Except     |       |          |              |

Q. Are the words in the foregoing catalogue *always* used as Prepositions?

A. They are not. Many of them are often used as Adverbs.

Q. How can you ascertain whether they are Prepositions or Adverbs?

A. A Preposition always requires an Objective Case after it; therefore when a Preposition does not govern an object after it, it becomes an Adverb; as, She is *above* disguise. They sailed *down* the river. Here, *above*, and *down*, are Prepositions, because they govern the Nouns, *disguise*, and *river*, in the Objective Case. He looks *above*. They have gone *down*. Here, *above*, and *down*, are Adverbs, because they have no object after them, but qualify the Verbs, *looks*, and *gone*.

Q. When two Prepositions come together, how are they to be considered?

A. The first becomes an Adverb; as, He is gone *over to* Charleston. Let us go *down to* the river. We will go *up to* the meeting. Here, *over*, *down*, and *up*, are Adverbs.

Q. How are Prepositions to be considered when they are joined with Verbs, in such phrases as, *aim at*, *build up*, *cast up*, *hold in*, *hold out*, *fall on*, *fall out*, *give up*, *give over*.

A. The Prepositions in those phrases are more properly considered as a part of the Verbs, than as Prepositions, or Adverbs, as they have a particular influence on the signification of the Verbs to which they are joined.

Q. Into what Classes may Prepositions be divided, as respects the *relation* they show between the words they connect?

A. They might be divided into a number of Classes; but the most important are those of *Time*, *Place*, and *Possession*.

Q. Which are some of those that show a *relation* of Time?

A. They are, *after*, *before*, *during*, *past*, *since*, *till*, *until*.

Q. Which are some that show a *relation* of Place?

A. This class is much the most numerous. Some of them are, *above*, *about*, *among*, *across*, *at*, *before*, *below*, *between*,

*from, into, on, over, under, upon, within.* Those Prepositions in the catalogue marked (\*), all show the *relation of Place*.

Q. What Preposition shows the *relation of Possession*?

A. *Of* shows the *relation of Possession*; as, The house of my father. The store of my brother. Instead of, My father's house. My brother's store.

#### EXAMPLES.

He came into the city, and stayed during the day. They went on in the steam-boat. He will not continue long in that situation. They walked into a field, and sat down on a green bank, under the shade of a tree, by the side of a cool spring. James, do you hold on to one end, while Charles pulls at the other, and see if you can break it into two pieces. As I was passing along the street, about noon, on the side-walk near the bridge down by the market, I picked up a pocket-book that had fifty dollars in it; and finding the owner's name in it, I carried it to him, and he took out five dollars and gave to me for my honesty.

#### QUESTIONS.

Which are the prepositions? What relation do they show? What words do they show the relation between? Describe also the nouns, pronouns, and verbs, with their modes, and tenses, as fully as may be thought best.

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## LESSON XXVI.

### THE CONJUNCTION.

Q. What is a CONJUNCTION?

A. A CONJUNCTION is a word which is used to connect words and sentences together, and to show the connexion and dependence of the different parts of a sentence or of different words so connected; as, My brother and sister are in Boston. John and James are good scholars. Here the Conjunction, *and*, connects two words, *brother* and *sister*, *John* and *James*. My brother is in Boston, and my sister is in New-York.

but I am content to stay at home. Here the Conjunctions, *and*, and *but*, connect sentences.

Q. Into how many Classes are Conjunctions divided ?

A. They are divided into two Classes, namely, Copulative and Disjunctive.

Q. What are Copulative Conjunctions ?

A. They are those Conjunctions that denote an addition, a cause, or supposition ; as, He *and* I shall not contend about it, *for* I shall abandon the project *if* he does not consent. Here the Conjunction, *and*, expresses *addition* ; the Conjunction, *for*, expresses *cause* ; and the Conjunction, *if*, expresses *supposition*.

Q. Which are the principal Copulative Conjunctions ?

A. They are, *also*, *and*, *because*, *both*, *if*, *for*, *since*, *that*, *then*, *therefore*, and *wherefore*.

Q. What are Disjunctive Conjunctions ?

A. They are those Conjunctions, that, while they connect words and sentences, denote diversity or opposition in the meaning ; as, He is *either* sick, *or* detained by some other accident. He might improve, *but* he will not study. She reads well, *but* writes badly.

Q. Which are the principal Disjunctive Conjunctions ?

A. They are, *either*, *neither*, *or*, *nor*, *than*, *though*, *although*, *yet*, *but*, *except*, *whether*, *lest*, *unless*, *save*, *notwithstanding*, *as*, *so*, *as well as*, *still*.

Q. Are not some of these Conjunctions also used as other parts of speech ?

A. Several of them are used sometimes as Adverbs, sometimes as Prepositions, sometimes as Conjunctions, and sometimes as Adjective and Relative Pronouns, according to the particular relation they bear to other words in a sentence.

Q. Which are the Conjunctions that are most frequently used as Adverbs, Prepositions, Adjective and Relative Pronouns ?

A. They are, *both*, *either*, *neither*, *that*, *for*, *except*, *since*, and *but*.

Q. What other use is made of *both*, *either*, and *neither*, than that of Conjunctions ? and how can you distinguish their use ?

A. *Both*, *either*, and *neither*, when joined to Nouns, are Adjective Pronouns ; as, *Both* the boys are here. *Either*



copy is better than yours. *Neither* of the men was found guilty. Here, *both*, *either*, and *neither*, are Adjective Pronouns.

Q. When are they used as Conjunctions?

A. When they are followed by their corresponding Conjunctions, *and*, *or*, and *nor*; as, *Both* you *and* I know it. *Either* Thomas *or* George must go. *Neither* Samuel *nor* Stephen can do it. Here, *both*, *either*, and *neither*, are Conjunctions.

Q. How is *that* used, other than as a Conjunction?

A. It is sometimes a Relative, and sometimes an Adjective Pronoun.

Q. How can you distinguish its different uses?

A. *That*, when it points out a thing, is an Adjective Pronoun; as, *that* man, *that* tree, *that* house.

Q. When is *that* used as a Relative Pronoun?

A. When it refers to an antecedent Noun or Pronoun, or when its place can be supplied by *who*, or *which*, and retain the same meaning; as, The house *that* (which) I built. The man *that* (who) was hurt is dead.

Q. When is *that* used as a Conjunction?

A. When it does not point out any thing, and cannot have its place supplied by *who*, or *which*; as, I wish to hear, *that* I may judge for myself. O *that* they would be wise, *that* they would consider.

Q. How are *for*, and *except*, used?

A. They are used sometimes as Prepositions, and sometimes as Conjunctions.

Q. When are *for*, and *except*, Prepositions?

A. When they are followed by a Noun or Pronoun in the Objective Case; as, We sent *for* him. Wisdom is proper *for* man. I gave him all my apples *except* one. The crew all perished, *except* the captain and mate. *For*, is also sometimes an Adverb; as, Such an event was not looked *for*.

Q. When are they Conjunctions?

A. When their places can be supplied by *because*, and *unless*, and retain the same sense; as, I know he was there, *for* (because) I saw him. *Except* (unless) ye repent, ye shall all likewise perish.

Q. How are *since*, and *but*, used?

A. They are used sometimes as Adverbs, sometimes as Prepositions, and sometimes as Conjunctions.

Q. When are they used as Adverbs ?

A. *Since* is an Adverb when it represents time, and is not followed by an objective case ; as, I heard of that long *since*. *Since* hearing both sides, I have changed my opinion. *But* is an Adverb when its place can be supplied by the adverb *only* ; as, He gets *but* (only) enough to pay his expenses. In order to accomplish, you have *but* (only) to try.

Q. When are *since* and *but* used as Prepositions ?

A. *Since* is a Preposition when it is followed by an objective case ; as, We have heard nothing *since* that event. *But* is a Preposition when it has the same meaning, or can have its place supplied with the preposition, *except* ; as, All were saved *but* (except) the mate. All the boys are here *but* (except) John.

Q. When are *since* and *but* used as Conjunctions ?

A. They are Conjunctions when their places can be supplied by the words, *as* and *though*, or *yet* ; as, *Since* (as) we must do it, let us do it cheerfully. He is honest, and industrious, *but* (though) poor. He makes money *but* (yet) he cannot keep it.

Q. Are the foregoing all the words that are used as different parts of speech, in different situations ?

A. They are not ; there are a great variety of words that are used, sometimes as one part of speech, and sometimes as another.

Q. In what way can you most readily determine what part of speech those words are, that are used thus variously ?

A. By substituting some other word that will convey the same meaning, and which, as respects the part of speech, is more distinctly defined, as has already been illustrated in the preceding answers.

## THE INTERJECTION.

Q. What are INTERJECTIONS ?

A. INTERJECTIONS are those words, or sounds of ejaculation, that are uttered to express some strong or sudden emotion of the mind ; as, *heigh*, *oh*, *alas*, *indeed*, and the like.

Q. Into how many Classes may Interjections be divided ?

A. They are divided into twelve Classes, according to the passion, or the emotions of the mind which they are intended to express, as follows :

1. Of Joy or Exultation—Eigh ! hey ! aha ! huzza ! hey-day ! hurrah !
2. Of Pain or Sorrow—Oh ! ah ! alas ! alack ! O dear ! welladay !
3. Of Wonder—Heigh ! ha ! strange !
4. Of Desire or Wishing—O ! do ! come now ! pray do !
5. Of Contempt—Fudge ! poh ! pugh ! pish ! tut ! tush !
6. Of Aversion—Foh ! fie ! off ! begone ! avaunt ! away !
7. Of Calling Attention—Ho ! so ho ! halloo ! lo ! behold ! see ! look !
8. Of Salutation—Welcome ! hail ! all hail !
9. Of Surprise—Oh ! ha ! hah ! what ! haw !
10. Of Calling Silence—Hush ! hist ! mum ! hark !
11. Of Languor—Heigh ho !
12. Of Stopping—Avast ! whoh !

#### EXAMPLES EXERCISING ALL THE PARTS OF SPEECH.

A good scholar will always gain the approbation of his teacher. The best scholar will sometimes do that which is wrong. John writes well, but Charles writes very well. James, where are you going now ? George, were you at the meeting last evening ? No, it was so stormy, I could not attend. A good conscience makes a soft pillow. This hat is mine, and that is yours. They have caught the man who robbed the bank. O, Jane, have you seen my sister's new piano ? Halloo ! there, Jack, heave too ! which way are you bound ? We, as well as they, ought to attend better to our studies. "O, Jerusalem, Jerusalem, thou that killest the prophets, and stonest them that are sent unto thee, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and ye would not ! Behold, your house is left unto you desolate !"

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### LESSON XXVII.

#### SYNTAX.

Q. Of what does SYNTAX treat ?

A. SYNTAX treats of the Arrangement, the Agreement, and Government of words in a sentence.



Q. What do you understand by Arrangement of words?

A. By Arrangement is understood the placing of words in a sentence in the best manner for an easy and correct understanding of the sense.

Q. What do you understand by the Agreement of words?

A. Agreement of words is their similarity in Person, Number, Gender, and Case.

Q. What do you understand by the Government of words?

A. Government is that power, or influence, which one word has over another, in directing, or causing it to be in any particular Person, Number, Case, Mode, or Tense.

Q. What is a Sentence?

A. A Sentence is an assemblage of words, so arranged as to make complete sense.

Q. How many kinds of Sentences are there?

A. There are two kinds, Simple and Compound.

Q. What is a Simple Sentence?

A. A Simple Sentence is one that conveys but one affirmation or negation, and consists of one subject, or nominative case, and one finite and personal verb; as, *Man is mortal.* *Gold is a valuable metal.* *Harriet does not improve.* *Julia cannot read.*

Q. What is a Compound Sentence?

A. A Compound Sentence consists of two or more Simple Sentences, connected together by one or more connective words; as, *Our time, which is short, should be improved to the best advantage.* *Thomas is in Boston, and Henry is in Philadelphia.*

Q. What is a Phrase?

A. A Phrase consists of several words which express some circumstance or relation, but do not form a complete sentence, or express any definite idea; as, *To confess the truth*, I was in fault. *To be plain with you*, you were much to blame. Here the Phrases, "*To confess the truth*," and, "*To be plain with you*," would not express any distinct idea of themselves, but require the after clause of the sentence to complete the sense.

Q. What are the most important parts of a Simple Sentence?

A. They are the Subject, or Nominative Case, the Verb, agreeing with the nominative case, and the Object, or thing affected by the verb; all the other parts depending on these;

as, from the simple expression, "*Crimes deserve punishment*," other dependant parts may be added ; as, *High crimes justly deserve very severe punishment*.

### PARSING.

Q. What do you understand by PARSING a sentence ?

A. To Parse a sentence is to define each part of speech, naming its person, number, gender, and case, if a noun or pronoun ; its person, number, mode, and tense, if a verb ; together with its agreement or government ; defining also the other parts of speech, designating such qualities or modifications as belong to them. For this purpose, the following RULES OF SYNTAX are necessary.

### GENERAL RULES OF SYNTAX.

#### RULE I.

Every Nominative Case, except the Case Absolute, or Independent, requires a Verb, either expressed or understood.

#### RULE II.

Every Verb, except the Infinitive Mode, and Participle, must have a nominative case, either expressed or understood.

#### RULE III.

Every Active Verb requires an Object, expressed or understood ; and every Objective Case requires an Active Verb or Preposition, expressed or understood, to govern it.

#### RULE IV.

Every Possessive Case possesses some Noun, expressed or understood.

#### RULE V.

Every Relative and Personal Pronoun refers back to some Antecedent Noun, expressed or understood.

#### RULE VI.

Every Adjective, and every Adjective Pronoun, qualifies or belongs to some Noun or Pronoun, expressed or understood.

RULE VII.

Every Adverb qualifies or influences some Verb, Adjective, or other Adverb.

RULE VIII.

Every Conjunction connects either words or sentences.

PARTICULAR RULES AND ILLUSTRATION OF THE PRINCIPLES OF SYNTAX.

RULE I.

The Nominative Case *governs* the Verb in Number and Person. That is, if the Nominative Case is of the *first*, *second*, or *third* person, and in the singular or plural number, the Verb must be written in the same person and number to agree with it; as, *Mary is* idle. *Thou hatest* thy book. *They conduct* well. *We are* happy.

ILLUSTRATION.

*Mary* is third person, singular, nominative case, and *governs* the verb *is*; that is, requires it to be written in the third person, singular. *Thou* is second person singular, and *governs* the verb, *hatest*, in the second person singular. *They* is third person plural, and *governs conduct*, in the same person and number. *We* is first person plural, and *governs* the verb, *are*, in the same person and number.

RULE II.

The Verb must agree with its Nominative Case, in Number and Person; that is, in whatever number or person the nominative case may be, the verb must be written in the same number and person; as, *I love*, *thou readest*, *he learns*, *ye write*.

ILLUSTRATION.

*Love* is in the first person singular, because *I*, its nominative case, is first person singular. *Readest* is put in the second person singular, because *thou*, its nominative, is second



person singular. *Learns* is in the third person singular, because *he* is third person singular. *Write* is second person plural, because *ye*, its nominative, is second person plural.

Q. Is the Nominative Case *always* placed *before* the Verb?

A. It is not. It is often placed *after* the Verb, or between the Auxiliary and the principal Verb.

Q. When is the Nominative Case put *after* the Verb or Auxiliary?

A. When a question is asked, a command given, or an earnest wish, or strong feeling, is expressed, the Nominative Case is put after the Verb, or Auxiliary; as, Will *you* call to-morrow? Go *thou*, and do likewise. May *she* be happy. How were *we* astonished!

Q. Under what other circumstances is the Nominative Case thus placed?

A. When the Adverbs, here, there, then, thence, hence, thus, such, herein, or therein, come *before* the Verb, the Nominative Case is put *after* it, or between the Auxiliary and the principal Verb; as, Here am *I*. There is the *man*. Then spake *Jesus*. Thence proceed *wars* and *fightings*. Thus saith the *Lord*.

Q. How can you always find or determine the Nominative Case to any Verb?

A. By asking the questions, who? which? or what? and the word that answers the question will be the Nominative Case; as, 1. *Charles*, though generally a good boy and inclined to do well, has committed a sad fault. Question. Who has committed a sad fault? Ans. *Charles*. Therefore, *Charles* is the Nominative Case to *committed*. 2. The house was burned, but the *store*, being built of stone, and fire proof, was preserved.

Q. What was preserved? Ans. The *store*. Therefore, *store* is the Nominative Case to *was preserved*.

#### EXAMPLES.

Many persons are engaged in the cause of benevolence. Competency is the sure reward of industry and frugality. There were many present at the time of the accident. Go thou to the ant, and of her learn wisdom and prudence. Hence arise all the difficulties of the operation. Shall we

speak to them of this matter, or wait the result? Here are some of the old patriots of the Revolution. Such are the facts, as reported at the time, and I presume they are true, for they have never been contradicted.

FALSE GRAMMAR FOR CORRECTION.

I *art* he. Thou *is* the man. They *is* the *boy* who *done* it. Am you the man as brought the news? Where art the men *which done* so noble *the* deed. *Does* you love to go to school? When *will* I see you again?

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LESSON XXVIII.

RULE III.

Two or more Nouns, coming together, signifying the same person or thing, are put, by apposition, in the same Case; as, *Paul*, the *Apostle*, was a faithful disciple of *Christ*, our *Saviour*. *Solomon*, the *son* of David, *king* of Israel, dwelt at Jerusalem, the holy city.

ILLUSTRATION.

*Paul*, and *Apostle*, are two nouns signifying the same person, and both nominative case to *was*. *Christ*, and *Saviour*, are nouns, signifying the same person, and both in the objective case, and governed by the preposition *of*. *Solomon*, *son*, and *king*, are nouns, all signifying the same person, and nominative to the verb, *dwelt*. *Jerusalem*, and *city*, are nouns, both signifying the same place or thing, and both governed by the preposition *at*.

RULE IV.

When two Nouns come together signifying *different* things, and implying property, the first is put in the Possessive Case; as, *Washington's* administration. *Milton's* poetry. *My brother's* house.

ILLUSTRATION.

*Washington's*, *Milton's*, and *brother's*, are all nouns implying property, and are, therefore, in the possessive case.

N. B. 1. Two nouns in apposition may both be in the possessive case ; as, I bought my book at Mr. Brown's the printer's bookstore.

2. The noun, or thing possessed, is often omitted or understood ; as, I bought my hat at Mr. Hudson's ; that is, at Mr. Hudson's store. We attended meeting at St. John's ; that is, at St. John's church.

#### RULE V.

When two or more Nouns or Pronouns, in the singular number, are connected together by the Conjunction *and*, the Verbs, Pronouns, and Relatives, that agree with them, must be in the plural number ; as, *Benjamin and Charles are* good scholars ; *they* make excellent improvement. *He and I are satisfied* of the truth ; *we* can doubt it no longer.

#### ILLUSTRATION.

*Benjamin and Charles* are nouns, in the singular number, but being connected together, and both included, they make a plural, and therefore require the verb, *are*, and the pronoun, *they*, referring to them, to be in the plural. *He and I* are singular, but both together make plural, and require the verb, *are satisfied*, and the pronoun *we* to be in the plural number to agree with them.

#### RULE VI.

Two or more Nouns or Pronouns, in the singular number, connected together by the Conjunctions *or*, or *nor*, must have the Verbs, Pronouns, and Relatives, that agree with them, in the singular number ; as, Neither John, *nor* Thomas, *nor* William, *was* there at the time. Either James, *or* Charles, *or* Henry *has* done the mischief, and *he* must be corrected for it.

#### ILLUSTRATION.

*John, Thomas, and William*, are nouns, connected by the disjunctive conjunction, *nor*, and not being taken *collectively*, but *singly*, they require the verb, *was*, to be in the singular number, to agree with each one separately ; that is, neither *John* was there, nor *Thomas* was there, nor *William* was



there. *James, Charles, and Henry*, are also nouns, connected by the conjunction, *or*, and are taken separately ; the verb, *has done*, and the pronoun, *he*, are therefore required to be in the singular number to agree with either.

### RULE VII.

Nouns of Multitude, including many individuals, may have Verbs, Pronouns, and Relatives, to agree with them, either in the singular or plural number, according as they convey unity or plurality of idea ; as, *The army is disbanded*. The people *are* assembled. The General Court *is* in session, and *they* (that is, its members) are determined to pass the resolutions before *they* adjourn.

### ILLUSTRATION.

*Army* conveys unity of idea as denoting *one* collective body, and therefore governs the Verb, *is*, in the singular number. *People* conveys plurality of idea, and governs the verb, *are assembled*, in the plural number. *General Court* is a collective noun, conveying unity of idea, as referring to *one* collective body, and as such, governs the verb, *is*, in the singular number ; but the pronoun, *they*, referring to it, does not refer to the court as *one* body, but to the several members that compose the court, and must, therefore, be in the plural number.

### EXAMPLES.

Andrew Jackson, the hero of two wars, has retired from political life. "Peter's wife's mother lay sick of a fever." The President, Mr. Van Buren, and the Secretary of State, Mr. Woodbury, are on their tour to New-England. Neither the General, nor his aid was in the engagement. The Senate of the United States is still in session. They have not confirmed all the appointments by the President, but the House of Representatives has adjourned. John, James, and Joseph, have performed their parts well. I bought my skates at Mr. Brown's, the hardware merchant's store. I admire Doctor Young's poetry.

## FALSE GRAMMER.

Napoleon Bonaparte, Emperor of France, *were* tyrannical *despots*. John's *wive's* father is sick. Henry Clay and John C. Calhoun *is an* eminent *statesman*. Neither honor *or* profit are a compensation for the loss of *reputations*. Either you, nor he done it. Either James and John must went, for father's say so.

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## LESSON XXIX.

## RULE VIII.

Any Neuter or Passive Verb may have a Nominative Case after it, as well as before it, if both words refer to the same person or thing ; as, A *boy* soon becomes a *man*. Though *you* are now a *scholar*, *you* will soon be a young *lady*.

## ILLUSTRATION.

*Boy* and *man* both mean the same person, and must be in the same case ; that is, man is nominative case after *becomes*. *Scholar* and *lady* are nominative cases after *are* and *will be*, meaning the same individual as *you*, which is the nominative to *are* and *will be*.

N. B. The verb, *become*, is sometimes neuter, and sometimes active, and governs an objective case ; as, Mary's dress becomes her ; that is, adorns her, or ornaments her. Here, *becomes* is an active verb, and governs *her*, in the objective case.

## RULE IX.

Neuter Verbs, when in the Infinitive Mode, having an Objective Case before them, may have an Objective Case after them signifying the same person or thing ; as, I thought *it* to be *him*. He taught his *sons* to become good *citizens*.

## ILLUSTRATION.

*It* is an objective case *before* the verb, to be, and *him*, meaning the same as *it*, is in the objective case *after* to be.

*Sons* is in the objective case *before* the verb, to become, and *citizens*, meaning the same persons as *sons*, is in the objective case after *to become*.

N. B. From the preceding rules it may be observed, that any neuter verb may have the same case after it, as it has before it, when both words mean the same person, or thing.

### RULE X.

Neuter Verbs may govern an Objective Case when the Noun after them has a signification similar to that of the Verb; He lives a *life* of piety. He died the *death* of the righteous. Let us run the *race* set before us.

#### ILLUSTRATION.

*Life, death, and race*, are nouns, having a similar signification to the verbs, *lives, died, and run*, and are in the objective case and governed by them.

N. B. 1. The sentences, I have dreamed a *dream*, He sleeps the *sleep* of death, also, come under this last rule.

2. In most cases, where neuter verbs are said to govern objective cases, they are, in reality, governed by a preposition understood; as, To go a *journey*. To sail a *voyage*. Here, the preposition, *on*, is understood, to govern *journey* and *voyage*.

### RULE XI.

A Neuter Verb, standing between two nominative cases, one in the singular and the other in the plural number, must agree in number and person with the first; as, *Men are* vanity. *Words are* wind. The *weight is* fifty pounds. The *distance is* a hundred miles.

#### ILLUSTRATION.

In the two first sentences, *men* and *words* take the lead, as subjects, and require their verbs to be in the plural. *Weight* and *distance* are also the leading subjects, and being in the singular number, require their verbs to be in the singular.

### RULE XII.

A Noun or Pronoun, standing alone as an answer to a question, is either in the nominative case to the Verb that



answers the question, or in the objective case and governed by it, or by a Preposition, expressed or understood. As, Who did that? *John.* What boy makes that noise? *Charles.* Did you or Henry find the money? *I.* With whom do you live? *Mr. Smith.*

## ILLUSTRATION.

| Questions.                               | Answers.                  |
|--|---------------------------|
| Who did that?                            | <i>John</i> did it.       |
| What boy makes that noise?               | <i>Charles</i> makes it.  |
| Did you or Henry find the money?         | <i>I</i> found it.        |
| With whom do you live?                   | With <i>Mr. Smith.</i>    |
| Is your brother in Boston or in N. York? | He is in <i>New-York.</i> |

## RULE XIII.

When two or more Nominative Cases of different persons are connected by the Conjunction, *or*, or *nor*, the Verb must be made to agree with the one nearest to it; as, He or *I am* to blame. Either she or *they are* in fault. Neither he nor *thou art* able to understand it.

## ILLUSTRATION.

In these sentences the verbs agree in number and person with the nominative cases, that stand next to them; the other nominatives governing a verb, understood, namely; *He is* to blame, or *I am* to blame. Either *she is* in fault, or *they are* in fault. Neither *he is* able to understand it, nor *thou art* able to understand it.

## EXAMPLES.

I took him to be a man of honor, but I find he has become a knave. He has ever lived a holy and a christian life, and will, no doubt, die a righteous death. Cares and troubles are the common lot of man. Jane, whose book is that? Mary's. Neither the house nor the out-buildings were destroyed. Wit is often made the vehicle of malice.

## FALSE GRAMMAR.

I finds he to be a man of sense. Julia's ornaments *becomes* *she mighty* much. Either he, or we *is* wrong. Who did that? Thomas *made* it. Neither they nor I *were* there. He or you *is* in fault.

## LESSON XXX.

## RULE XIV.

When an address is made to a person or thing, the Noun or Pronoun that is addressed, or spoken to, is always in the second person, and in the Nominative Case Independent ; as, "O, *Jerusalem, Jerusalem, thou* that killest the prophets." *Mr. Smith*, I wish to speak with you. *James*, come here, and you too, *Charles*, I want to speak to you.

## ILLUSTRATION.

*Jerusalem, thou, Mr. Smith, James, and Charles*, are all addressed, or spoken to, and are all of the second person, because we cannot address any other than a second person. They are all in the nominative case independent, because they are not the agents of any action, being, or passion, or the object of any action or relation, but are thus addressed, merely to call their attention, or to express, more emphatically, our feelings, or our sympathy ; as, O, *Absalom, my son, my son*, would to God I had died for thee.

## RULE XV.

Nouns and Pronouns in the third person, or spoken of, when their case depends on no other word, are in the Nominative Case Independent ; as, *He*, what has he to do with it ? Your *fathers*, where are they ? And the *prophets*, do they live for ever ? " *They*, obdurate *pagans* ! they our brethren ?"

## ILLUSTRATION.

Here the nouns and pronouns, printed in italic, namely, *he, fathers, prophets, they*, and *pagans*, are all spoken of, but their case not depending on any other word, they are all in the nominative case independent.

## RULE XVI.

A Noun or Pronoun, joined with a Participle, and whose Case does not depend on any other word in the sentence, is in the Nominative Case Independent ; as, The *sun having risen*, they resumed their journey. *He being present*, order

was restored. The *commander being slain*, the army was routed. The *ship proving leaky*, the voyage was abandoned.

## ILLUSTRATION.

In the preceding examples, *sun*, *he*, *commander*, and *ship*, are nouns joined to the participles, *having risen*, *being*, *being slain*, and *proving*, and do not depend on any word in the sentence for government; they are of course in the nominative case independent.

## RULE XVII.

Relative and Personal Pronouns must agree with their Antecedents, in gender, number, and person; as, The man *whom* I saw. The house *which* he built. The woman *whom* we saw. The horse *that* was stolen is found.

## ILLUSTRATION.

In the first sentence, *man* is the antecedent, third person, singular number, and masculine gender; *whom* is the relative, referring to *man*, and, of course, must be in the same person, number, and gender. *House* is the antecedent, third person, singular, and neuter gender. *Which* is the relative, and is of the same person, number, and gender. *Woman* is the antecedent, feminine gender, and requires the relative, *whom*, to be in the feminine gender. *Horse* is the antecedent and requires the relative, *that*, to be in the same person, number, and gender.

## RULE XVIII.

Personal Pronouns are often used as the antecedent to Relative Pronouns; as, *He* who studies will improve. *She* who sang so sweetly, was Miss Smith. It was *I* who brought the news.

## ILLUSTRATION.

Here, the pronouns, *he*, *she*, and *I*, are the antecedents to the relatives, *who*, and require that, in each sentence, *who* be made to agree with each.

## RULE XIX.

When no other Nominative Case comes between the Relative and the Verb, the Relative will be the Nominative



Case ; as, The boy *who loves* his book will improve. The house *which was built* is an elegant one.

ILLUSTRATION.

Here, *boy* and *house* are the antecedents ; *who* and *which* are the relatives ; *loves* and *was built* are the verbs. Between these relatives and the verbs, there is no nominative case, therefore the relatives are the nominative case to those verbs.

RULE XX.

When there is a Nominative Case between the Relative and the Verb, the Relative is in the Objective Case, and is governed by the Verb, or by a Préposition ; as, The gentleman *whom* we met was Mr. Adams. The book *that* you bought is an excellent one. The lady of *whom* you spoke has left town. The means by *which* they live are unknown.

ILLUSTRATION.

In the two first sentences, *whom* and *that* are relatives, between which and the verbs, *met* and *bought*, there is a nominative case, namely, *we* and *you*. Those relatives, therefore, are in the objective case, and governed by the verbs, *met* and *bought*. In the two last sentences, the relatives, *whom* and *which*, are in the objective case, and governed by the prepositions, *of* and *by*.

RULE XXI.

The Relative Pronouns, *who*, *which*, *what*, and *that*, with all their compounds, when they are in the Objective Case, are *always* placed *before* the Verb that governs them ; as, *Whom* ye ignorantly *worship*. The prospect *which* we *saw* was beautiful. The great fortune *that* he *left* is all destroyed by extravagance.

ILLUSTRATION.

Here, the relatives, *whom*, *which*, and *that*, are all in the objective case, and placed before the verbs, *worship*, *saw*, and *left*, by which they are respectively governed.

EXAMPLES.

Good morning, Mr. Jones ; how do you do, sir ? He, a gentleman ! as well may you call a Choctaw a gentleman, as

him. The house being set on fire, the inmates all perished in the flames. The men who were engaged in the nefarious traffic, have all been arrested. He who will not obey, must be punished. Whomsoever we meet, we will arrest. Colonel, your most obedient and very humble servant. I saw a man whom I took to be him. O, the poverty, vice, and wretchedness, that is brought upon thousands by intemperance.

## FALSE GRAMMAR.

Good morning, Mr. Smith ; how *does thou* do ? *Them* gentlemen ! as well may *thee* call the Hottentots gentlemen, as *they*. The city *been taken*, the inhabitants *was put* to the sword. The villains *what was* engaged in the business *was* all been taken into custody. He *whom* will not *submitest*, should *been punishes*. *Whoever* we meet with, *us* will accosted. We *see* the lady *which* we took to be she. Captain, we *am* your obedient *servant*.

## LESSON XXXI.

## RULE XXII.

When a Relative Pronoun is preceded by two Nominative Cases of different persons, it may agree with either, as the sense may most properly require ; as, *I* am the man *who* *command* you ; or *I* am the man who *commands* you. *Thou* art the General *who* *commandest* the army ; or thou art *he* who *commands* the army.

## ILLUSTRATION.

In the first example, *who* agrees with *I* for its antecedent, and governs the verb, *command*, in the first person. In the second, *who* agrees with *he* for its antecedent, and governs the verb, *commands*, in the third person. In the third, *who* agrees with *thou*, in the second person, and governs its verb in the second person. In the last example, *who* agrees with *he*, in the third person, and governs its verb in the third person.

## RULE XXIII.

If the three Personal Pronouns, *I*, *thou*, and *he* or *she*, are connected by the Conjunction, *and*, the Verb must be in the

first person, plural, to agree with them. And if the second and third persons, *thou* and *he* or *she* are connected, the Verb must be in the second person, plural ; as, *I*, and *thou*, and *he*, are mutual friends ; *we* are happy in the confidence of each other. *Thou* and *she* are happy, because *you* live in the practice of virtue and benevolence.

ILLUSTRATION.

When the singular pronouns, of different persons, are thus connected, the verb must agree in *person* with the *first*, in preference to the *second*, or *third*. The reason is plain. *I*, *thou*, and *he*, make *we*, and of course require the verb to be in the first person, plural. *Thou* and *he*, or *thou* and *she* make *you*, and will require the verb to be in the second person plural.

RULE XXIV.

When two Nominative Cases, one in the singular, and the other in the plural, are connected by the conjunctions *or*, and *nor*, they require the verb to be in the plural number, and the plural nominative should be placed next to the verb ; as, neither the *captain* nor the *sailors* were rescued. Either the *President* or his *advisers* are censurable.

ILLUSTRATION.

Here it is plain, that *sailors* and *advisers* are plural, and would require a plural verb for themselves alone, and being connected with the singular nouns, *captain* and *President* cannot do away that requirement.

RULE XXV.

The Noun or Pronoun, that follows the Conjunction, *than*, after an Adjective of comparison, is in the Nominative Case to a Verb understood ; as, I am older than *you*. He is a better scholar than his *brother*. James can write better than *Charles*. John studies more than *Henry*.

ILLUSTRATION.

In these sentences it is plain, a verb is understood to complete the sense ; as, I am older than *you are*. He is a better scholar than his *brother is*. James can write better than *Charles can write*. John studies more than *Henry studies*.



## RULE XXVI.

The Infinitive Mode, or a part of a sentence may often be made the Nominative Case to a Verb, and may also be the Antecedent to a Relative Pronoun; as, *to love our friends is* natural to all. *To be blind is* a great misfortune. We are required *to fear* God and *keep* his commandments, *which* is the whole duty of man.

## ILLUSTRATION.

In the two first sentences, *to love our friends*, and *to be blind*, are both used as the nominative case to the verb, *is*, which follows each. The first member of the next sentence is used as an antecedent to the relative, *which*; as, in answer to the question, what is the whole duty of man? the answer will be, *to fear God, and keep his commandments*; therefore, *which* supplies the place of that part of the sentence, and agrees with it as an antecedent.

## RULE XXVII.

The Infinitive Mode may be governed by a Verb, a Noun, an Adjective, a Pronoun, or a Participle; as, James *loves to study*. He made the *sun to shine* by day, and the *moon to give* light by night. They are too *industrious to spend* their time for nought. I told *him to do* it. I am *trying to do* this sum.

## ILLUSTRATION.

In these sentences, the infinitive mode, *to study*, is governed by the verb, *loves*. *To shine* and *to give* are governed by the nouns, *sun* and *moon*. *To spend* is governed by the adjective, *industrious*. *To do* is governed by the pronoun, *him*. *To do*, in the last sentence, is governed by the participle, *trying*.

## RULE XXVIII.

*As*, when it follows *so*, and *about*, when it follows the Verb *to be*, may govern the Infinitive Mode; as, Do not be *so* extravagant *as to spend* all your earnings. I wish you to come soon, *so as to be* in season. I am *about to commence* my task. They are *about* to begin their work.

ILLUSTRATION.

Here, the verbs, *to spend* and *to be*, are governed by *as*. The verbs, *to commence* and *to begin*, are in the infinitive mode, and governed by *about*.

RULE XXIX.

A Verb in the Infinitive Mode, standing independently of the rest of the sentence, is in the Infinitive Mode Absolute; as, *To confess* the truth, I was in fault. *To proceed* in my story, he went to Boston. *To conclude* my narration, he was fined fifty dollars.

ILLUSTRATION.

In the preceding, the infinitive modes, *to confess*, *to proceed*, and *to conclude*, are all absolute or independent; that is, they are not governed by any preceding verb, noun, or adjective; nor are they used as a nominative case to any other verb.

RULE XXX.

The Verbs that follow, *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *let*, and sometimes, *behold* and *have*, and some others, are in the Infinitive Mode, without having the sign, *to*, prefixed to them; as, I *bade* him go. You *dare* not do it. They *need* not fear him. You must *make* Charles *study* his lesson. Did you *see* him take it? I *heard* him say it. They *felt* the breeze *blow* gently over them. *Let* him go home. *Behold* the gallant bark *spread* her sails to the breeze. I would *have* him do his duty.

ILLUSTRATION.

In the preceding examples, the verbs, *go*, *do*, *fear*, *study*, *take*, *say*, *blow*, *go*, and *spread*, are all in the infinitive mode, without having the sign, *to*, prefixed to them. Although the sign, *to*, is understood before each of those infinitive modes, custom has established their use without its being expressed.

RULE XXXI.

Prepositions govern the Objective Case of Nouns and Pronouns; as, They went *from Boston to Providence*. He is *in*

*town.* You will find him *at the market.* I gave it *to him.* He sold the book *to me.* She is gone *over the river.* We looked *through the telescope.*

## ILLUSTRATION.

Here the prepositions, *from, to, in, at, over, and through,* govern the nouns and pronouns after them in the objective case, namely, *Boston, Providence, town, market, him, me, river, and telescope.*

## EXAMPLES.

If thou art the man who hast directed the operations of the army, and hast sanctioned the licentious cruelties which the soldiers have perpetrated, thou art a *monster*, unfit to retain the shape of *man*, but shouldst rather be transformed into that of the *tiger.* You and I are perfectly agreed in this matter; there is no misunderstanding between us. Neither he nor they are to be depended on in this matter. Even children, in these days, think themselves wiser than their fathers. To rise early, and take the fresh morning air, is very conducive to health. To speak plainly, you were much to blame. I admire to see children play good-naturedly. I bade him beware, but he let his enemy take the advantage. "I sat down under his shadow with great delight, and his fruit was sweet to my taste."

## FALSE GRAMMAR.

Thou *is* the person *whom have did* this mischief, and *you shalt made* good the damage. If you and I *am* convinced of the truth, what difference *do* it make to *we* if others *does* not believe it? To live soberly, righteously, and godly, in this *here* world, *wilt insures* *happinesses* in *which that art* to come. We need not *to be afeared*, for he will not *lets* him *to hurt* us. My days *is* full of sorrow, and my nights *is* spent in weeping.

## LESSON XXXII.

## RULE XXXII.

Nouns and Pronouns, in the Objective Case, are often governed by Prepositions understood; as, Give *me* an apple.



Hand *Henry* a book. Samuel brought *him* the news. Daniel told *you* a falsehood.

ILLUSTRATION.

Here, *me*, *Henry*, *him*, and *you*, are in the objective case, and governed by the preposition, *to*, understood ; as, Give an apple *to me*. Hand a book *to Henry*. Samuel brought the news *to him*. Daniel told a falsehood *to you*.

RULE XXXIII.

Active Verbs govern Nouns and Pronouns in the Objective Case ; as, I love *him*. We saw *them*. Henry killed the *squirrel*. She wrote the *letter*. Peter has found his *knife*. My brother has sold his *house*.

ILLUSTRATION.

In these examples, *him*, *them*, *squirrel*, *letter*, *knife*, and *house*, are all in the objective case, and governed by the active verbs, *love*, *saw*, *killed*, *wrote*, *found*, and *sold*.

RULE XXXIV.

Active Verbs of asking, teaching, telling, giving, and receiving, often govern two Objective Cases, one expressing the *person*, and the other the *thing* ; as, I asked *him* a *question*. James teaches *him* *grammar*. We told *them* the *story* of our wrongs. I paid *him* his *wages* daily. I have bought my *son* a *farm*.

ILLUSTRATION.

In these examples, the verbs, *asked*, *teaches*, *told*, *paid*, and *bought*, are active verbs, and are each followed by two objective cases, and may be said to govern them, though, in reality, the *personal object* is governed by a preposition, understood, as will readily be seen by transposing the two objective cases ; as, I asked a question *of him*. James teaches grammar *to him*, or teaches him *in grammar*. We told the story of our wrongs *to them*. I paid his wages *to him*. I have bought a farm *for my son*.

RULE XXXV.

Passive Verbs of asking, teaching, telling, giving, and receiving, may govern an Objective Case ; as, He was asked

the *question*. He was allowed a *seat* in the senate. They were told the *news* before he came. They were taught good *manners*.

## ILLUSTRATION.

In these examples, *question*, *seat*, *news*, and *manners*, are nouns in the objective case, and governed by the passive verbs, *was asked*, *was allowed*, and *were told*.

## RULE XXXVI.

Active Participles, like the verbs from which they are derived, govern the Objective Case ; as, They caught him *stealing the goods*. We heard him *reading his bible*. They found him *gathering his corn*. He is *teaching us*. We are *learning them* to read.

## ILLUSTRATION.

*Stealing*, *reading*, *gathering*, *teaching*, and *learning*, are active participles, and govern the objects, viz., *goods*, *bible*, *corn*, *us*, and *them*, which follow them, in the objective case.

## RULE XXXVII.

Participles from Passive and Neuter Verbs have a Nominative Case after them ; as, *Being a man* of honor, he kept his promise. A pious man, *becoming a ruler*, will prove a blessing to his country. He, *being bred a soldier*, became the first in his profession.

## ILLUSTRATION.

*Man*, *ruler*, and *soldier*, are nouns in the nominative case, after the neuter and passive participles, *being*, *becoming*, and *being bred*.

## RULE XXXVIII.

All Participles, whether Active, Passive, or Neuter, have the same power of government as the Verbs have from which they come ; as, He is *building a house*. They are *making their fortunes*. He is *becoming a sober man*. His *being bred a mechanic*, has been of great advantage to him.

## ILLUSTRATION.

In these examples, *building* and *making* are participles from active verbs, and govern the nouns, *house* and *fortunes*, in the

objective case. *Is becoming* and *being bred*, are participles from passive verbs, and take the nouns, *man* and *mechanic*, after them in the nominative case.

RULE XXXIX.

Active Verbs sometimes govern two Nouns in the Objective Case, both of which are expressive of things ; as, He makes the *law* his principal *study*. They make *farming* their chief *source* of living. She makes the *bible* her constant *companion*.

ILLUSTRATION.

In the first example, *law* and *study* are both governed by the active verb, *make*. Also, in the second and third examples, *farming* and *source*, as well as *bible* and *companion*, are governed by the verb *make*.

N. B. These examples properly come under the *rule* previously given, that two nouns, signifying the same thing, agree in case.

RULE XL.

Nouns signifying the *time when*, and *time how long*, *weight*, *measure*, and *distance*, are put in the Objective Case Absolute ; as, I shall visit my brother *next summer*. They will be in Washington *next winter*. I shall stay in Boston *three days*. He rode *ten miles* an hour. The house measures *forty feet*. The cistern measures a thousand *gallons*. The distance is *forty miles*. The town is *seven miles* square.

ILLUSTRATION.

1. *Next week* and *next summer*, are nouns signifying the *time when*.

2. *Three days*, and an *hour*, are nouns signifying *time how long*.

3. *Forty feet*, and a *thousand gallons*, are nouns signifying *measure*.

4. *Ten miles*, *forty miles*, and *seven miles*, are nouns, signifying *distance*, and they are all in the objective case absolute, though prepositions may be *understood* to govern them.

EXAMPLES.

Henry, I have bought you a book ; will you give me any thing in return for it ? Mary has lost her gloves ; will you



help her find them? I asked you a question, but you did not hear me. He should be taught better manners. I told you the news, last week. We heard him speaking his piece. The judge is now delivering his charge to the jurors. He, being a learned lawyer, makes an excellent judge. When at school, you should make your improvement your first care. They will stop in Charleston a few days, and then come on to Newport, a month sooner than we expected. The bridge is a mile in length. I think I must buy me a horse and carriage.

## FALSE GRAMMAR.

Thomas, I *has buyed* you two *penknifes*: what *wilt* you *gave I* in return? Jane *have losed* her book: can you *found* it for *she*? I *asks* you some questions, *as* you *does* not *heard* me. He should *had* been *teached* *gooder* manners. He *has telled* me the glad tidings before you *come*. The lawyers *is* now pleading the case. The steeple *are* a hundred feet high.

## LESSON XXXIII.

## RULE XLI.

A Participle following a Preposition, becomes a Participial Noun, and may also govern an Objective Case after it; as, By *subduing* your *passions*, you will conquer your worst enemy. Keep your hands from *doing evil*, and your tongue from *uttering slander*. In *practising virtue*, you will find your reward.

## ILLUSTRATION.

Here, *subduing*, *doing*, *uttering*, and *practising*, are participial nouns, preceded and governed by the prepositions, *by*, *from*, and *in*, and also govern the nouns, *passions*, *evil*, *slander*, and *virtue*, in the objective case.

## RULE XLII.

A Participle, joined with an Adverb, is Independent; as, His essay, *generally speaking*, is well written. His whole demeanor, *strictly speaking*, was derogatory.

ILLUSTRATION.

In these sentences, the participle, *speaking*, is connected with the two adverbs, *generally* and *strictly*, and are entirely independent of the sentences in which they stand, having no government or agreement with any word in the sentence.

RULE XLIII.

A Participle, after a Noun or a Pronoun in the Possessive Case, preceded by a Verb, becomes a Participial Noun, in the Objective Case, and is governed by the Verb, or by a Preposition ; as, His parents regret *his going* away. He now laments *his having neglected* his studies. When they heard of *his being slain*, they were much affected. When we hear of a good *man's dying*, we cannot sorrow on his account.

ILLUSTRATION.

In the two first sentences, the participles, *going* and *having neglected*, are in the objective case, and governed by the verbs, *regret* and *lament*. In the other sentences, *being slain*, and *dying*, are participial nouns, in the objective case, and governed by the preposition, *of*.

RULE XLIV.

Participial Nouns, after a Possessive Case, may often be the Nominative Case to a following Verb ; as, A *man's continuing* in sin *will prove* his destruction. His *being apprehended* was the cause of the other *villain's secreting* himself.

ILLUSTRATION.

Here, *continuing*, and *being apprehended*, are nominatives to the verbs, *will prove*, and *was*.

RULE XLV.

When the present Participle has the definite Article, *the*, before it, the Preposition *of*, ought always to follow it ; as, *The making of* good laws, and *the executing of* them, *will secure* the happiness of a nation. *The loving of* our enemies *is* in obedience to the command of God.

ILLUSTRATION.

Here, the participles, *making*, *executing*, and *loving*, are present participles, and being preceded by the article, *the*,

and followed by the preposition, *of*, they are changed into nouns, and thus become the nominative cases to the verbs, *will secure*, and *is*.

N. B. If either *the* or *of* be omitted, we should remember to omit both, as one should not be used without the other; as, By *loving of* our enemies. By *shunning of* evil. By *the preaching* repentance. These expressions are incorrect. They should either be, By *the loving of* our enemies; or, By *loving* our enemies. By *the shunning of* evil; or, By *shunning* evil. By *the preaching of* repentance; or, By *preaching* repentance.

#### RULE XLVI.

Conjunctions connect together the same parts of speech, that is, Nouns with Nouns; Adjectives with Adjectives; Verbs with Verbs; as, The *sun*, and *moon*, and *stars*, are evidences of an Almighty Power. Washington was a *great*, a *wise*, and a *good* man. Rosamond *reads*, and *writes*, and *ciphers* in school.

#### ILLUSTRATION.

1. *Sun*, *moon*, and *stars*, are nouns, connected by the conjunction, *and*.

2. *Great*, *wise*, and *good*, are all adjectives, connected by *and*.

3. *Reads*, *writes*, and *ciphers*, are all verbs, connected by *and*.

N. B. Adverbs are also connected to adverbs; as, He was *carefully*, *wisely*, and *judiciously* educated.

#### RULE XLVII.

Conjunctions *always* connect the same Cases of Nouns and Pronouns; as, The *meadows* and *fields* are now perfuming the air with the sweet and balmy odors of spring. We rambled *over* the *meadows* and *fields* in search of flowers. Maria is her *father's*, and *mother's*, and *brother's* favorite. *You*, and *I*, and *he*, are all interested in this affair. This news is shocking to *them*, to *you*, and to *me*.

#### ILLUSTRATION.

1. *Meadows* and *fields* are nouns, connected in the nominative case, and govern the verb, *are*.



2. *Meadows* and *fields* are connected in the objective case, and governed by the preposition, *over*.
3. *Father's*, *mother's*, and *brother's*, are nouns, connected in the possessive case, and possess the noun, *favorite*.
4. *You*, and *I*, and *he*, are pronouns, connected in the nominative case, and govern the verb, *are*.
5. *Them*, *you*, and *me*, are pronouns, connected in the objective case, and governed by the preposition, *to*.

### RULE XLVIII.

Conjunctions, when they connect *words*, only, connect verbs in the same *mode* and *tense*; but when they connect *sentences*, they may connect *different modes* and *different tenses*; as, *Do good*, and *sin not*. *I shall go* to Boston to-morrow, *and shall attend* to the business. *He may return*, but *will not remain*. *We have had* a mild winter, and I hope we *may have* a fruitful summer.

### ILLUSTRATION.

1. *Do* and *sin* are verbs, and are connected in the imperative mode.
2. *Shall go* and *shall attend* are both connected in the same mode and tense; that is, indicative mode, and first future tense.
3. *May return* and *will not remain* are each members of different sentences, connected by *but*, and are of different modes and tenses.
4. *Have had* and *may have* are also parts of different sentences, connected by *and*, and are in different modes and tenses, namely, indicative mode, perfect tense, and potential mode, present tense.

### EXAMPLES.

In doing good there is great reward, and much satisfaction. He is, generally speaking, an excellent writer. They were astonished at his being found among the insurgents. A man's continuing in transgressing the laws of God and man, will surely lead to death. The hurrying of business of any kind will never prosper. Men, women, and children, are alike subject to pestilence, disease, and death. We examined all the records, manuscripts, and historical sketches of the soci-

ety, but found no mention of the subject we sought. The coming of our Saviour was announced by the songs of angels.

## FALSE GRAMMAR.

*The* doing evil will lead to punishment. *Them is*, generally spoken, very good citizens. *They was* much grieved at *him* being found among the slain. A *boy* continuing in idleness will *leads* *he* to vice. *The* hating our enemies *are* not according to *scriptures*. In doing *of* much good we *shalt* *met* a due *rewards*. Old *mans* and young *mans is* equally liable to sickness and death. *Him* and you are both to blame. Come, let him and *I* now *plays* with they.

## LESSON XXXIV.

## RULE XLIX.

Conjunctions that imply doubt, condition, or uncertainty, require the subjunctive mode after them; as, *Though* he *slay* me, yet will I trust in him. *Unless* ye *repent*, ye shall all likewise perish. *Whether* you *assist* me or not, I shall accomplish the task.

## ILLUSTRATION.

The conjunctions, *though*, *unless*, and *whether*, are all expressive of doubt, condition, or uncertainty, and govern the verbs, *slay*, *repent*, and *assist*, in the subjunctive mode.

## RULE L.

The Relative Pronoun, *who*, when it follows the Conjunction, *than*, is often put in the Objective Case; as, Moses, *than* *whom* a meeker man never lived, was not perfect. Solomon, *than* *whom* a wiser king never reigned, committed many errors.

## ILLUSTRATION.

Here, although there is no verb, or preposition, to govern *whom*, still it is put in the objective case after *than*.

N. B. This mode of expression is warranted by some of the best writers in the English language; still it may be doubted whether it is the *best* mode of expression.

RULE LI.

The words, *like* and *unlike*, *worth* and *worthy*, govern the Objective Case ; as, He appears *like* a *gentleman* and a *scholar*. If it were not he, it was one who looked *like him*. Though you are his brother, you are *unlike him* in all respects. These books are *unlike them* entirely. It will be well *worth your time* to attend to it. Those trifling things are not *worth your attention*. The subject is certainly *worthy consideration*. And here it may be *worthy remark*.

ILLUSTRATION.

1. In the two first sentences, *gentleman*, *scholar*, and *him*, are in the objective case, and governed by *like*.
2. In the two next sentences, *him* and *them* are in the objective case, and governed by *unlike*.
3. *Time* and *attention* are objectives, governed by *worth*.
4. *Consideration* and *remark* are in the objective case, and governed by *worthy*.

RULE LII.

The *cost* or *worth* of a thing, is put in the Objective Case ; as, My book *cost a dollar*. To become learned *costs much study*. The horse is *worth forty dollars*. This knife is not *worth two cents*.

ILLUSTRATION.

Here, *dollar* and *study* are nouns, expressive of the cost of a thing, and are in the objective case, after the word, *cost*. *Forty dollars*, and *two cents*, are expressive of the *worth* of a thing, and are in the objective case, after the word *worth*.

RULE LIII.

When a Present Participle follows a Verb, signifying to *begin*, to *avoid*, or to *omit*, it becomes a Participial Noun, in the Objective Case ; as, Solomon *commenced building* the temple. You should *avoid giving* offence. I cannot *forbear making* an extract. Omit *writing* your copy.

ILLUSTRATION.

Here, the participles, *building*, *giving*, *making*, and *writing*, are converted into participial, or verbal nouns, and are the



objects of the verbs, *commenced*, *avoid*, *forbear*, and *omit*, and also govern the nouns that follow them, in the objective case.

#### RULE LIV.

Adverbs qualify Verbs, Participles, Adjectives, and other Adverbs ; as, The storm *rages violently*. She is *busily studying* her lesson. He is *uncommonly industrious*. They are *very profitably* employed.

#### ILLUSTRATION.

1. The adverb, *violently*, qualifies the verb, *rages*.
2. The adverb, *busily*, qualifies the participle, *studying*.
3. The adverb, *uncommonly*, qualifies the adjective, *industrious*.
4. The adverb, *very*, qualifies the other adverb, *profitably*, and *profitably* also qualifies the verb employed.

#### RULE LV.

Two Negatives in the same sentence, destroy each other, and make an Affirmative ; as, I did *not* do *nothing*. *Nor* do they *not* know better.

#### ILLUSTRATION.

*Not* and *nothing* are two negatives, and the same as, *I did do something*. *Nor* and *not* are also two negatives, and the same as, they *do know* better.

#### RULE LVI.

Double Comparatives and Superlatives are often improperly used ; as, These are *more better* than those are. He lives a *more holier* life than any of his neighbors. She is the *most loveliest* child, I ever saw. He is the *most industriousest* man in the place.

#### ILLUSTRATION.

In the two first sentences, *more better* and *more holier* are two, or double comparatives ; that is, *better* and *holier* are both in the comparative degree, without the word *more* being prefixed ; therefore, in both sentences, one of the comparatives should be omitted ; as, These are *better* than those. He lives a *holier* life, or he lives a *more holy* life than any of his neighbors. In the two last sentences, *most loveliest* and *most*

*industriousest*, are two, or double superlatives; that is, *loveliest* and *industriousest* are both in the superlative degree, without the word *most* being prefixed; therefore, one of the superlative forms should be omitted; as, She is the *most lovely* child I ever saw. He is the *most industrious* man in the place.

## EXAMPLES.

Though I give all my substance to feed the poor, and have not charity, I am nothing. Saul of Tarsus, than whom a more violent persecutor never lived, became the most eminent champion of christianity. This looks very much like my knife. This book is unlike the one I gave you. The thing is not worth the trouble of obtaining it. Such trifling things are not worthy your consideration. The article is worth the full amount you gave for it. His farm cost him five hundred dollars. He had commenced building his house, but had neglected procuring the necessary materials. He was richly rewarded for his labor, in thus minutely calculating all the difficulties to be encountered. I cannot live an idle life; I must employ my time in doing something:

## LESSON XXXV.

## OBSERVATIONS AND REMARKS ON THE DIFFERENT PARTS OF SPEECH, AND THEIR APPROPRIATE USE.

1. The article, *a*, is used before nouns in the singular number only; as, *A man, a house, a town*. The article, *the*, is used before nouns both in the singular and plural numbers; as, *The man, the men; the house, the houses; the town, the towns*.

2. The article is omitted before a noun that stands for a whole species; as, *Man is mortal; that is, all mankind*. Some nouns, denoting the species, have the article always annexed; as, *The elephant* is a more sagacious animal than *the horse*. *The monkey* possesses more cunning than *the cat*.

3. When two nouns follow a comparative degree, the article should be joined to the first, and not to the last, if both refer to the *same* person or thing; as, *He is a better reader than speller*.

4. When two or more descriptive adjectives, or epithets, belong to the *same* noun, the article should be placed before the first, and omitted before the rest ; as, a red and white rose, a blue and white handkerchief, means, a rose, partly red and partly white, a handkerchief, partly blue and partly white. But when the adjective, or epithet, belongs to *different* subjects, the article should be prefixed to both ; as, a red and a white rose ; that is, a red rose and a white rose. A blue and a white handkerchief ; that is, a blue handkerchief, and a white handkerchief.

5. The use, or omission of the article before the words *few* and *little*, makes a very nice distinction in the sense of the expression ; if you say, He conducted with *a little* decency, the expression is positive, and implies a *degree* of propriety or praise. But if you say, He conducted with *little* decency, the expression is negative, and implies a want of decorum, and a *degree* of blame.

6. The noun, and its pronoun, should never be used as the nominative case to the same verb ; as, to say, the *man* *he* is honest, the *woman* *she* is amiable, the *king* *he* is just, is not correct. We should omit the pronoun, and say, the *man* is honest, the *woman* is amiable, the *king* is just.

7. Prepositions should be placed immediately before the nouns and pronouns which they govern, but never before the relative, *that* ; as, *To whom* much is given, *of him* much shall be required. The boy *that* I spoke *to*, is Mr. Smith's son.

8. The preposition, *with*, is sometimes used to connect nouns and pronouns, instead of a conjunction ; but two singular nouns or pronouns thus connected, require the verb to be in the singular ; as, The *ship* with her *cargo* was lost. The *house* with the *furniture* was destroyed. *He* with his *brother* was drowned.

9. When we use the article, *the*, and a numeral adjective, before proper nouns, or the names and titles of persons, the plural termination should be annexed to the last, or to the name of the person ; as, I saw *the two* Miss Browns. We met *the three* Miss Hoppins. The two Doctor Bowens. The two Captain Comstocks.

10. But, when nouns and titles are spoken of *without* the numeral adjective, the plural termination is annexed to the first or title ; as, The Misses Brown. The Messrs. Munro. The Doctors Bowen. The Captains Comstock.



11. When several nouns in the possessive case come together, implying *common* possession, the sign of the possessive ( 's ) should be annexed to the last, and understood to the others ; as, This is Jane and Mary's book. These are John, George, and Henry's playthings.

12. But when *individual* possession is implied, the possessive form must be annexed to each noun ; as, These books are Jane's and Mary's ; that is, some are Jane's, and some are Mary's. These are (that is, some of them) John's, George's, and Henry's playthings.

13. When *this* and *that*, *these* and *those*, refer to words or subjects previously mentioned, *that* and *those* refer to the first mentioned subject, *this* and *these* to the last ; as, Virtue and vice are opposites ; *that* (*virtue*) leads to happiness, *this* (*vice*) to disgrace. Wealth and poverty are both temptations ; *that* (*wealth*) tends to excite pride, *this* (*poverty*) discontent.

14. When an antecedent includes both *persons* and *things*, the relative, *that*, should be used instead of *who* ; as, The man and horse *that* we saw yesterday, are here.

15. When two objects are compared, the comparative degree is generally used ; as, James is *older* than Henry. But when more than two objects are compared, the superlative degree is generally used ; as, Mary is the *oldest* of the three daughters. He is the *best* scholar in the class.

16. *So* is often used, elliptically, for an adjective, a noun, and sometimes for a whole sentence ; as, You are well and hearty. I am not *so* ; that is, I am not well and hearty. I knew Benjamin was a good scholar, and I told you *so* ; that is, I told you he was a good scholar.

17. In the use of verbs and words that in respect to time, relate to each other, particular attention should be paid to the order of time. An observation or proposition that is at all times equally true or false, should be expressed in the present tense ; as, He seemed hardly to know that two and two *make* four. The stoics believed that all crimes *are* equal.

18. When we speak of an action, commenced in time past, as being continued to the present time, it should be expressed in the perfect tense, and not in the present ; as, They *have continued* with me now three days ; not, They *continue* with me now three days. I commenced the work in the spring and *have continued* it to the present time ; not, and *continue* it to the present time.

19. When we speak of a subsequent action, or event, following a previous one, and depending upon it, the first, or previous one, should be expressed in the imperfect tense, and the latter, or subsequent one, in the perfect tense; as, "The Lord *gave*, and the Lord *hath taken* away." He *made* a fortune by speculation, and *has spent* it in dissipation.

20. The perfect tense should never be joined with other words that express past time; as, I *have been formerly* acquainted with him, is not correct. It should be, I *was formerly* acquainted with him.

21. Of the distinction between the imperfect and the perfect tenses, it may be observed, that when the imperfect tense represents an action as past and finished, it represents it as being finished for a longer time past than the perfect tense represents it. The perfect tense, although it represents an action as completely finished, always represents it as being very recently accomplished; as, My father *gave* me a dollar, and I *have spent* it. Here, the act of giving took place before the act of spending. It is improper to say, I *have written* a letter yesterday and *wrote* another to-day. It should be, I *wrote* a letter yesterday, and *have written* another to-day.

22. The auxiliary verbs that form the potential mode, are extremely vague and indefinite as respects the time of an action or event which they represent. The auxiliaries, *may*, *can*, and *must*, sometimes denote present time, and sometimes future; as, Charles *may read* his lesson. John *can write* better than Thomas. Come, Mary, you *must go* to school. Here, *may*, *can*, and *must*, denote present time. I *may be convinced* of the correctness of your statement, but I do not now believe it. Unless I *can persuade* him to abandon his vicious companions, he will be ruined. John is so good a scholar, I think I *must send* him to college. Here, *may*, *can*, and *must*, evidently denote future time.

23. *Might*, *could*, *would*, and *should*, also, sometimes denote present time, sometimes past time, and sometimes future time; as, If I *might be allowed* to express my mind, I *should say*, you are much to blame. "If the noble lords were as well acquainted as I am, with but half the difficulties and delays occasioned in the courts of justice under the pretence of privilege, they *would* not, nay, they *could* not oppose this bill." Here, *might*, *could*, *would*, and *should*, evidently denote present time. He might say so, but he knew better. I tried to do it,



but *could* not. Charles *would* not *try* to do it, though his instructor told him he *should*. Here, *might*, *could*, *would*, and *should*, all denote the imperfect tense. Your son *might* become an accomplished scholar, if you *would* bestow upon him the proper means. Were I to see him, I think I *could* prevail on him to abandon the project. Could I but see him once more, I *should* be satisfied. Here, *might*, *could*, *would*, and *should*, denote future time.

N. B. From the foregoing examples it must be plain, that these auxiliaries, although said by grammarians to be signs of the potential, do not always place the verb in that mode. When a verb evidently represents a *future* action, it must be improper to place it in the potential mode, which has no future tense. They unquestionably belong more properly to the indicative or subjunctive modes, than to the potential. If these observations are correct, then it may be laid down as a **RULE**, that when these auxiliaries are used to express a future action, without any doubt or condition attached to them, they should be parsed in the indicative mode, first future tense; but when preceded by a doubtful conjunction, and denoting future time, they belong to the subjunctive mode. Many of the best grammarians that have written upon the subject, doubt the propriety of allowing the potential mode a place among the modes, and some deny it a place altogether; but, as everything goes by fashion, it seems necessary to give it a place among the modes.

25. The preposition, *into*, is used after verbs of motion, and denotes *entrance*; as, They went *into* the house. He fell *into* the water.

26. The preposition, *in*, is used after verbs of *motion* and *rest*; as, They rode *in* the stage. They reside *in* Boston. He sits *in* a chair.

27. *At* is used before single houses, small towns and villages, and before towns and cities in foreign countries; as, He is *at* home. They are *at* Mr. Smith's. I was *at* New-port last week. He lives *at* York, *at* Naples, *at* Rome.

28. *In* is used before large towns and cities, and before the names of states and countries; as, I was *in* New-York. He is *in* Philadelphia, *in* Boston, *in* London, *in* Massachusetts.

29. When we speak of the residence of a person, we say he lives *in* Washington-street, *in* State-street. If necessary



to name the number of a person's residence, we say he lives at number forty-five, State-street.

30. The conjunction, *as*, often connects nouns that are in *apposition* and agree in case; as, He offered *himself as a soldier*. They employed *him as an assistant*. *He engaged as a clerk*.

31. *As* is allowed by all grammarians to have the force of a relative pronoun when it follows *such*, but that is not the only situation in which *as* has the nature and force of a relative. It is often used as a relative when preceded by other words conveying a similar meaning to *such*; and also in the following sentences. He lives *as* becomes a christian. She dresses *as* befits her station. He conducts himself in all respects *as* becomes the gentleman. Here, *as* is a relative, and the nominative case to the verbs, *becomes* and *befits*.

32. *As* is also often used instead of the compound relative, *what*, and conveys the same meaning; as, you do not speak *as* you think. Do you mean *as* you say? I wish you to write *as* I shall dictate. *That is*, you do not speak *what* you think. Do you mean *what* you say? I wish you to write *what* I shall dictate.

33. *Interjections* often have an objective case after them, but do not govern it. When an objective case follows an interjection, it is either in the objective, absolute, or governed by a verb or preposition understood; as, *Ah, me!* that is, *Ah! pity me!* or have compassion *on me*.

34. When a pronoun of the *first person* follows an interjection, it is generally in the objective case; as, *Ah, me!* But when the *second person* is used after an interjection, it will be in the nominative case; as, O thou great Creator. O, ye simple ones.

35. The interjection, *O*, is used to express an exclamation or wish, and should be prefixed to nouns and pronouns, only when a direct address is made; as, O, virtue, how amiable thou art. O Jerusalem! Jerusalem! thou that killest the prophets!

36. The interjection, *Oh!* is used to express sudden emotion, pain, sorrow, or surprise, and should be separated from the following word by an exclamation point; as, Oh! you villain! Oh! what a sight is here!

37. Avoid using ungrammatical and improper phrases. Never say, give me *that there* book, or *them there* books;

nor *them there* books are mine. *Them* pens want mending. He said *how* he wanted it. He says *how* he did it; or he says he *done* it. But say, give me *that* book, or those books. Those books are mine. Those pens want mending. He said he wanted it. He says he did it.

38. Say I cannot, instead of I can't. I will not, instead of I won't. I do not, instead of I don't. I did not, instead of I didn't. I would not, instead of I wouldn't. I could not, I should not, I must not, I ought not, instead of I couldn't, I shouldn't, I mustn't, I oughtn't.

N. B. Great pains should be taken by teachers as well as by parents, to prevent children from imbibing a habit of using ungrammatical and improper expressions, or phrases; as such habits, contracted in youth, will often continue through life.

## LESSONS FOR EXERCISE IN PARSING.

### LESSON I.

Prosperity is not without its troubles, nor adversity without its comforts.

The consideration of a greater evil, is a sort of remedy against a less.

They are always impaired by affliction, who are not improved by it.

A virtuous man is more peaceable in adversity, than a wicked man in prosperity.

Divine Providence always places the remedy near the evil.

There is not any duty to which Providence has not annexed a blessing; nor any affliction for which virtue has not provided a remedy.

Resignation to the divine will is a noble and needful lesson.

Pity is but an imaginary aid; and yet, were it not for that, sorrow would be, many times, utterly insupportable.

Mirth is by no means a remedy for grief; on the contrary, it raises and inflames it.

If some are refined like gold in the furnace of affliction, there are many more that, like chaff, are consumed in it.

He who is puffed up by the first gale of prosperity, will surely bend beneath the first blast of adversity.

Events which have the appearance of misfortune, often prove a happy source of future felicity.

The utmost we can hope for in this world, is contentment ; if we aim at any thing higher, we shall meet with nothing but grief and disappointment.

We should direct all our studies and endeavors to making ourselves easy now, and happy hereafter.

A contented mind is the greatest blessing any one can enjoy in this life.

If you can but live free from want, care for no more, for the rest is but vanity.

What can he want who is already content, who lives within the limits of his circumstances, and who has said to his desires, "thus far shall ye go, and no farther?"

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## LESSON II.

An angry man who suppresses his passions, thinks worse than he speaks ; and an angry man that will chide, speaks worse than he thinks.

In all things mistakes are excusable ; but an error that proceeds from any good principle, leaves no room for resentment.

He that waits an opportunity for acting his revenge, watches to do himself an injury.

One unquiet disposition disturbs the peace and harmony of a whole family, or society ; as one jarring instrument will spoil a whole concert.

Reason in anger, like a ship in the tempest, is hurried away by the waves and often overset.

He that is always angry with his sins, will seldom sin in his anger.

He that spares in every thing, is a niggard ; and he who spares in nothing, is profuse.

Interest speaks all sorts of languages, and acts all sorts of parts. Virtues are lost in interest, as rivers in the sea.

History tells us of illustrious villains, but there never was an illustrious miser in the nature.



What madness it is for a man to starve himself to enrich his heir, and to turn a friend into an enemy ; for his joy at your death, will be in proportion to what you leave him.

The tallest trees are most in the power of the wind, and ambitious men, of the blasts of fortune.

We may hate men's vices without any ill-will to their persons ; but we cannot help despising those that have no kind of virtue to recommend them.

#### FALSE GRAMMAR.

Some men is silent for want of matter or assurance ; and some art talkative for want of sense. Modesty in your discourse will gives an lustre to truth, and a excuse to your errors. Much tongue and much judgment seldom goes together, for talking and thinking is two quite different faculties. Discretion of speech are more than eloquence, and to speaks agreeably, more than to speaks in exact order.

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### LESSON III.

There is nothing that gives us so pleasing a prospect of human nature, as the contemplation of wisdom and beauty.

Nothing can atone for the want of modesty and innocence, without which, beauty is ungraceful, and quality contemptible.

Let a woman be decked with all the embellishments of art and care of nature, yet if boldness be read in her countenance it blots all the lines of beauty.

The plainer the dress, with the greater lustre does beauty appear.

An inviolable fidelity, good humor, and complacency of temper in a woman, outlive all the charms of a fine face, and make the decays of it invisible.

Virtue is the greatest ornament, and good sense the best equipage.

Outward beauty hath no charm equal to the inward beauty of the mind.

Beauty is a flower that soon withers ; health changes, and strength abates ; but innocency is immortal, and a comfort both in life and death.

He that receives a benefit without being thankful, robs the giver of his just reward.

It is a character of an unworthy nature, to write injuries in marble, and benefits in dust.

He who receives a good turn should never forget it ; hut he who does one should never remember it.

That which is given with pride and ostentation, is rather an ambition than a bounty.

Liberality is never so bountiful or engaging, as when the hand is concealed that bestows the gift.

By compassion we make others' miseries our own ; and, by relieving them, we at the same time relieve ourselves.

#### FALSE GRAMMAR.

He that is idle and mischievous, reprove sharply. Who should I meet but my old friend ? It is not me that he is angry with. Let that remain a secret between you and I. Him having ended his discourse, the company would separate. The work has been finished last week. He had been out of employment this fortnight. We hoped to have seen you.

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#### LESSON IV.

Peace of mind is upon earth the supreme good. Simplicity of heart will procure this invaluable blessing to the wise mortal, who, renouncing the noisy pleasures of the world, sets bounds to his desires and inclinations, and cheerfully submits himself to the decrees of heaven.

How refined our sentiments become when the tempests of life have subsided, and those misfortunes which caused our afflictions have vanished.

The heart, to taste the charms of retirement, need not be without emotion.

The view of an agreeable landscape, excites the softest emotions, and gives birth to pleasing and virtuous sentiments.

The imagination spreads a touching and seductive charm over every object, provided we are surrounded by freedom and tranquillity.

O how easy it is to renounce noisy pleasures and tumultuous assemblies, for the enjoyment of that philosophic melancholy which solitude inspires.

There are no sensations, however painful, which are not vanquished by those serious but agreeable emotions, and by those soft reveries, to which the surrounding tranquillity invites the mind.

The solitude of retirement, and the awful silence of all nature, impress an idea of the happy contrast between simplicity and grandeur.

Our feelings become more exquisite, and our admiration more lively, in proportion to the pleasures we receive.

O, let not a solitary man, whose heart is warmed by sentiments noble and refined, ever be thought unhappy.

#### FALSE GRAMMAR.

The man which do not ask for more enjoyment than him possesses are completely happy. Content must always derive his source from the heart; and in solitude the bosom dilate more easier to receives it. In solitude the tranquillity of nature glidest into the heart.

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#### LESSON V.

Cicero says, "Why should we dissemble what it is impossible for us to conceal? Why should we not be proud of confessing candidly, that we all aspire to fame? The love of praise influences all mankind, and the greatest minds are most susceptible of it. The philosophers, who most preach up a contempt for fame, prefix their names to their works; and the very performance in which they deny ostentation, are evident proofs of their vanity and love of praise. Virtue requires no other reward for all the toil and dangers to which she exposes herself, than that of fame and glory. Take away this flattering reward, and what would remain in the narrow career of life to prompt her to exertion? If the mind could not launch into the prospect of futurity, were the operations of the soul to be limited to the space that bounds those of the body, she would not weaken herself by constant fatigues, nor



weary herself by continued watchings and anxieties ; she would not think even life itself worthy a struggle. But there lives in the breast of every good man a certain principle which unceasingly prompts and inspirits to the pursuit of fame beyond the present hour ; a fame not commensurate with our mortal existence, but co-extensive with the latest posterity."

#### FALSE GRAMMAR.

Can *them*, who every day *exposes* ourselves to dangers for our country, and *has* never passed one *moments* of our lives without anxiety and trouble, meanly *thinks* that all consciousness *shalt* be buried with *we* in the grave ? For my part, at least, *me acknowledges*, that in all *mine* actions, *me conceiv- edst* that *me* was disseminating and transmitting *mine* fame to the *most remotest* corners *nor* the *most latest* ages of the world.

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### LESSON VI.

#### SPEECH OF THE EARL OF CHATHAM.

I cannot, my lords, I will not, join in congratulation on misfortune and disgrace. This, my lords, is a perilous and tremendous moment ; it is not a time for adulation ; the smoothness of flattery cannot save us in this rugged and awful crisis. It is now necessary to instruct the throne in the language of truth. We must, if possible, dispel the delusion and darkness which envelop it ; and display, in its full danger and genuine colors, the ruin which is brought to our doors. Can ministers still presume to expect support in their infatuation ? Can parliament be so dead to its dignity and duty, as to give its support to measures thus obtruded and forced upon it ? Measures, my lords, which have reduced this late flourishing empire to scorn and contempt. But yesterday, and England might have stood against the world ; now, none so poor as to do her reverence ! The people, whom we at first despised as rebels, but whom we now acknowledge as enemies, are abetted against us, supplied with every military store, their interest consulted, and their ambassadors entertained by

our inveterate enemy ; and ministers do not, and dare not, interpose with dignity or effect. The desperate state of your army abroad is in part known. No man more highly esteems and honors the English troops, than I do : I know their virtues and their valor.

## FALSE GRAMMAR.

I knows them can accomplishes any thing but impossibilities ; and me knows that the conquest of English America am an impossibility. What art your present situation there ? Us does not knows the worst : but we knowest that in three campaign we have did nothing and suffered much.

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## LESSON VII.

## THE GRAVE.—BY MONTGOMERY.

There is a calm for those who weep,  
A rest for weary pilgrims found,  
They softly lie and sweetly sleep,  
Low in the ground.

The storm that wrecks the wintry sky,  
No more disturbs their deep repose,  
Than summer evening's latest sigh,  
That shuts the rose.

I long to lay this painful head  
And aching heart beneath the soil,  
To slumber in that dreamless bed,  
From all my toil.

For misery stole me at my birth,  
And cast me helpless on the wild ;  
I perish : O my mother earth,  
Take home thy child.

On thy dear lap, these limbs, reclined,  
Shall gently moulder into thee ;  
Nor leave one wretched trace behind,  
Resembling me.

Art thou a wretch of hope forlorn,  
The victim of consuming care ?  
Is thy distracted conscience torn  
By fell despair ?

Whate'er thy lot, whoe'er thou be,  
Confess thy folly, kiss the rod ;  
And in thy chastening sorrows see,  
The hand of God.

A bruised reed he will not break ;  
Afflictions all his children feel ;  
He wounds them for his mercy's sake ;  
He wounds to heal.

The soul of origin divine,  
God's glorious image, freed from clay,  
In heaven's eternal sphere shall shine,  
A star of day.

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## LESSON VIII.

### PSALM CXXXIX.

O Lord, thou hast searched me and known me. Thou knowest my downsitting and mine uprising, thou understandest my thoughts afar off. Thou compassedst my path, and my lying down, and art acquainted with all my ways. For there is not a word in my tongue, but lo, O Lord, thou knowest it altogether. Thou hast beset me behind and before, and laid thy hand upon me. Such knowledge is too wonderful for me : it is high, I cannot attain unto it. Whither shall I go from thy spirit ? or whither shall I flee from thy presence ? If I ascend into heaven, thou art there : if I make my bed in hell, behold thou art there. If I take the wings of the morning and dwell in the uttermost parts of the earth, even there shall thy hand lead me, and thy right hand shall hold me. If I say, surely darkness shall cover me, even the night shall be light about me : yea the darkness hideth not from thee ; but the night shineth as the day : the darkness and the light are both alike to thee. I will praise thee, for I am fearfully



and wonderfully made : marvellous are thy works ; and that my soul knoweth right well. Thine eyes did see my substance, yet being imperfect ; and in thy book all my members were written, which in continuance were fashioned, when as yet there were none of them. How precious also are thy thoughts unto me, O God ! how great is the sum of them ! If I should count them, they are more in number than the sand : when I awake, I am still with thee.

## FALSE GRAMMAR.

Truth and sincerity has all the advantages of appearance nor many more. If the show of any thing are good, I be sure the reality am better : for why do any man dissembles, or seemeth to been who which he are not, but because him thinkest it good to had the qualities he pretend to had ? Now the bestest way for a man to seemeth to been any thing, am to been in reality what him would seemeth to been.

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 LESSON IX.

## THE HERMIT.—BY BEATTIE.

At the close of the day, when the hamlet is still,  
 And mortals the sweets of forgetfulness prove,  
 When nought but the torrent is heard on the hill,  
 And nought but the nightingale's song in the grove,  
 'T was then, by the cave of a mountain reclined,  
 A hermit his nightly complaint thus began :  
 Tho' mournful his numbers, his soul was resigned ;  
 He thought as a sage, though he felt as a man.

Ah ! why thus abandon'd to sorrow and wo ?  
 Why thus, lonely Philomel, flows thy sad strain ?  
 For Spring shall return, and a lover bestow ;  
 And thy bosom no trace of misfortune retain.  
 Yet if pity inspire thee, O, cease not thy lay !  
 Mourn, sweetest complainer ; man calls thee to mourn :  
 O soothe him, whose pleasures, like time pass away !  
 Full quickly they pass—but they never return.

Now gliding remote, on the verge of the sky,  
 The moon, half extinct, a dim crescent displays ;  
 But lately I marked, when majestic on high  
 She shone, and the planets were lost in her blaze.  
 Roll on, then, fair orb, and with gladness pursue  
 The path that conducts thee to splendor again :  
 But man's faded glory no change shall renew ;  
 Ah, fool ! to exult in a glory so vain !

'T is night, and the landscape is lovely no more ;  
 I mourn, but ye woodlands, I mourn not for you ;  
 For morn is approaching, your charms to restore,  
 Perfumed with fresh fragrance, and glitt'ring with dew.  
 Nor yet for the ravage of winter I mourn ;  
 Kind nature the embryo blossom will save :  
 But when shall spring visit the mould'ring urn ?  
 O when shall it dawn on the night of the grave ?

'T was thus, by the glare of false science betrayed,  
 That leads to bewilder, and dazzles to blind ;  
 My thoughts wont to roam, from shade onward to shade,  
 Destruction before me, and sorrow behind.  
 O pity, great Father of light, then I cried,  
 Thy creature who fain would not wander from thee !  
 Lo, humbled in dust, I relinquish my pride ;  
 From doubt and from darkness thou only canst free.

And darkness and doubt are now flying away ;  
 No longer I roam in conjecture forlorn ;  
 So breaks on the traveller, faint and astray,  
 The bright and the balmy effulgence of morn.  
 See Truth, Love, and Mercy, in triumph descending,  
 And Nature all glowing in Eden's first bloom,  
 On the cold cheek of Death, smiles and roses are blending,  
 And beauty immortal awakes from the tomb.

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## LESSON X.

### FALSE GRAMMAR.

Reading art to the mind, whom exercise am to the body ;  
 as by the one, health are preserved, and by the other, virtue

art kept alive. We should not reads a books at purpose to find its faults, but purely to understands it. By reading, us enjoys the dead, by conversation, the living, and by contemplation, ourselves. It must been acknowledge that slow reading are the most quickest and most surer way to knowledge. If we wouldst perpetuate our fame, nor reputation, we must does things worth writing, or writes things worth reading. Many great readers loads thems memories, without exercising thems judgment, and makes lumber rooms of their head, instead of furnishing they usefully. Nothing in this life, after health and virtue, are more estimable than knowledge ; nor are there any thing so easily attained, or so cheaply purchases. In the world you is subject to every fools humor ; in a library you canst make every wit subject to yours. We shouldst never reads any thing but with a view of improving their minds, nor regulating their conduct.

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## LESSON XI.

## THE PRODIGAL SON.—LUKE XV.

And Jesus said, a certain man had two sons. And the younger of them said to his father, Father, give me the portion of goods that falleth to me. And he divided to them his living. And not many days after, the younger son gathered all together, and took his journey into a far country, and there wasted his substance with riotous living. And when he had spent all, there arose a mighty famine in that land ; and he began to be in want. And he went and joined himself to a citizen of that country : and he sent him into his fields to feed swine. And he would fain have filled himself with the husks that the swine did eat ; but no man gave unto him. And when he came to himself, he said, how many hired servants of my father have bread enough and to spare, and I perish with hunger ! I will arise and go to my father, and will say unto him, Father, I have sinned against heaven and before thee, and am no more worthy to be called thy son ; make me as one of thy hired servants. And he arose and came to his father. But when he was yet a great way off, his father saw him, and had compassion, and ran and fell on his neck



and kissed him. And the son said unto him, Father, I have sinned against heaven, and in thy sight, and am no more worthy to be called thy son. But the father said to his servants, Bring forth the best robe, and put it on him ; and put a ring on his hand and shoes on his feet. And bring hither the fatted calf and kill it ; and let us eat and be merry : for this my son was dead and is alive again ; he was lost, and is found.

## FALSE GRAMMAR.

Letest not thy hours be spendd at idleness, but lets them be employed to some usefully occupation. When thee is tired in labor, sit thee down and rest : and when thee feels thy selves refreshed, apply thee's self again to labor and thou will be rewarded.

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## LESSON XII.

## FROM THE GRAVE.—BY BLAIR.

Invidious Grave ! how dost thou rend in sunder,  
Whom love has knit and sympathy made one !  
A tie more stubborn far than nature's band.  
*Friendship* ! mysterious cement of the soul ;  
Sweetner of life, and solder of society,  
I owe thee much. Thou hast deserved from me,  
Far, far beyond what I can ever pay.  
Oft have I proved the labors of thy love,  
And the warm efforts of the gentle heart,  
Anxious to please. Oh ! when my friends and I  
In some thick wood have wandered heedless on,  
Hid from the vulgar eye, and set us down  
Upon the sloping cowslip-covered bank,  
Where the pure limpid stream has slid along  
In grateful errors through the underwood,  
Sweet murmuring : methought the shrill-tongued thrush,  
Mended his song of love ; the sooty blackbird  
Mellow'd his pipe, and softened every note ;  
The eglantine smelled sweeter, and the rose  
Assumed a die more deep ; whilst every flower

Vied with its fellow-plant in luxury  
Of dress. Oh ! then the longest summer's day  
Seemed too, too much in haste : still the full heart  
Had not imparted half ; 't was happiness  
'Too exquisite to last. Of joys departed,  
Not to return, how painful the remembrance !

Dull *Grave* ! thou spoil'st the dance of youthful blood,  
Strik'st out the dimple from the cheek of mirth,  
And every smirking feature from the face ;  
Branding our *laughter* with the name of *madness*.  
Where are the *jesters* now ? the men of health,  
Complexionally pleasant ? Where the *droll*,  
Whose every look and gesture was a joke  
To clapping theatres, and shouting crowds,  
And made ev'n thick-lip'd musing melancholy  
To gather up her face into a smile,  
Before she was aware ? Ah ! sullen now  
And dumb as the green turf that covers them.

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### LESSON XIII.

#### SPRING.—THOMSON'S SEASONS.

Come, gentle SPRING, ethereal mildness, come,  
And from the bosom of yon dropping cloud,  
While music wakes around, veiled in a shower  
Of shadowy roses, on our plains descend.

From the moist meadow to the withered hill,  
Led by the breeze, the vivid verdure runs,  
And swells, and deepens, to the cherished eye.  
The hawthorn whitens ; and the juicy groves  
Put forth their buds, unfolding by degrees,  
Till the whole leafy forest stands displayed,  
In full luxuriance to the sighing gales ;  
Where the deer rustle through the twining brake,  
And the birds sing concealed. At once, arrayed  
In all the colors of the flushing year,  
By Nature's swift and secret working hand,  
The garden glows, and fills the lib'ral air  
With lavish fragrance ; while the promis'd fruit

Lies yet a little embryo, unperceived,  
Within its silken folds. Now, from the town,  
Buried in smoke, and sleep, and noisome damps,  
Oft let me wander o'er the dewy fields,  
Where freshness breathes, and dash the trembling drops  
From the bent bush, as through the verdant maze  
Of sweet-brier hedges I pursue my walk ;  
Or taste the smell of daisy ; or ascend  
Some eminence, AUGUSTA, in thy plain,  
And see the country, far diffused around,  
One boundless blush, one white empurpled shower  
Of mingled blossoms ; when the raptured eye  
Hurries from joy to joy, and, hid beneath  
The fair profusion, yellow Autumn spies :

Hail, SOURCE of BEING ! UNIVERSAL SOUL  
Of heaven and earth ! ESSENTIAL PRESENCE, hail !  
At thy command the vernal sun awakes  
The torpid sap, detruded to the root  
By wintry winds ; that now in fluent dance,  
And lively fermentation, mounting, spreads  
All this innumerable-colored scene of things.

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## LESSON XIV.

SUMMER.—THOMSON'S SEASONS.

How changed the scene ! in blazing height of noon,  
The sun, oppressed, is plunged in thickest gloom.  
Still horror reigns, a dreary twilight round,  
Of struggling night and day malignant mixed,  
For, to the hot equator crowding fast,  
Where, highly rarefied, the yielding air  
Admits their stream, incessant vapors roll,  
Amazing clouds on clouds continual heaped ;  
Or whirled tempestuous by the gusty wind,  
Or silent borne along, heavy and slow,  
With the big stores of steaming oceans charged.  
Mean time amid these upper seas, condensed  
Around the cold aerial mountain's brow,  
And by conflicting winds together dashed,



The thunder holds his black tremendous throne,  
From cloud to cloud the rending lightnings rage,  
Till, in the furious elemental war  
Dissolved, the whole precipitated mass,  
Unbroken floods, and solid torrents, pours.

Down comes a deluge of sonorous hail,  
Or prone-descending rain. Wide rent, the clouds  
Pour a whole flood ; and yet, its flame unquenched,  
The unconquerable lightning struggles through,  
Ragged and fierce, or in red whirling balls,  
And fires the mountains with redoubled rage.  
Black from the stroke above, the smouldering pine  
Stands a sad shattered trunk ; and, stretched below,  
A lifeless group, the blasted cattle lie.  
Here the soft flocks, with the same harmless look  
They wore alive, and ruminating still  
In fancy's eye. Struck on the castled cliff,  
The venerable tower and spiry fane  
Resign their aged pride. The gloomy woods  
Start at the flash, and from their deep recess,  
Wide flaming out, their trembling inmates shake.  
Guilt hears appalled, with deeply troubled thought ;  
And yet, not always on the guilty head  
Descends the fatal flash.

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## LESSON XV.

## AN EXTRACT.—BLAIR.

Poor *man* ! how happy once in thy *first estate* !  
When yet but warm from thy great Maker's hand,  
He stamped thee with his image, and, well pleased,  
Smiled on his last fair work. Then all was well.  
Sound was the *body*, and the *soul* serene ;  
Like two sweet instruments, ne'er out of tune,  
That play their several parts. Nor head, nor heart  
Offered to ache ; nor was there cause they should ;  
For all was pure within : no fell remorse,  
Nor anxious castings up of what may be,

Alarmed his peaceful bosom. Summer seas  
 Show not more smooth, when kissed by southern winds  
 Just ready to expire. Scarce importuned,  
 The generous soil, with a luxuriant hand,  
 Offered the various produce of the year,  
 And every thing most perfect in its kind.  
 Blessed ! thrice blessed days ! But ah, how short !  
 Blessed as the pleasing dreams of holy men !  
 But fugitive like those, and quickly gone.  
 Oh ! slipp'ry state of things ! What sudden turns !  
 What strange vicissitudes in the first leaf  
 Of man's sad history ! To-day most happy,  
 And ere to-morrow's sun has set, most abject.  
 How scant the space between these vast extremes !  
 'Thus fared it with *our sire*. Not long he enjoyed  
 His paradise. Scarce had the happy tenant  
 Of the fair spot, due time to prove its sweets,  
 Or sum them up, when straight he must be gone,  
 Ne'er to return again. Like one that is condemned,  
 Fain would he trifle time with idle talk,  
 And parley with his fate, but 't is in vain.  
 Not all the lavish odors of the place,  
 Offered in incense, can procure his pardon,  
 Or mitigate his doom. A mighty angel,  
 With flaming sword forbids his longer stay,  
 And drives the loiterer forth ; nor must he take a  
 Last and farewell round. At once he lost  
 His glory, and his God.

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## LESSON XVI.

STANZAS WRITTEN AT MIDNIGHT.—D. MOIR.

'T is night—and in darkness the visions of youth  
 Flit solemn and slow in the eye of the mind ;  
 The hope they excited hath perished, and truth  
 Laments o'er the wrecks they are leaving behind.  
 'T is midnight—and wide o'er the regions of riot  
 Are spread, deep in silence, the wings of repose ;

And man, soothed from revel, and lulled into quiet,  
Forgets in his slumbers the weight of his woes.

How gloomy and dim is the scowl of the heaven,  
Whose azure the clouds with their darkness invest ;  
Not a star o'er the shadowy concave is given,  
To omen a something like hope to the breast.  
Hark ! how the lone night-wind uptosses the forest !  
A downcast regret through the mind slowly steals ;  
But ah ! 't is the tempest of fortune that sorest  
The bosom of man in his solitude feels !

Where, where are the spirits in whom we may trust,  
Whose bosoms with mutual affection did burn ?  
Alas ! they have gone to their homes in the dust,  
The grass rustles drearily over their urn :  
While I, in a populous solitude, languish,  
'Mid foes that beset me, and friends that are cold ;  
Ah ! the pilgrim of earth oft has felt in his anguish,  
That the heart may be widowed before it is old !

Affection can sooth but its votaries an hour,  
Doomed soon in the flames that it raised to depart ;  
And, ah ! disappointment has poison and power  
To ruffle and sour the most patient of heart.  
Too oft, 'neath the barb-poisoned arrows of malice,  
Has merit been destined to bear and to bleed ;  
And they, who of pleasure have emptied the chalice,  
Have found that the dregs were full bitter indeed.

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## LESSON XVII.

### AN EXTRACT.

How oft soe'er  
Frail, wavering, thoughtless, and inconstant man,  
Deluded by temptation's snare, o'ercome  
By passion's sway, may wander from the paths  
That lead to bliss ; yet will he turn at length  
To thee, his only hope—his sole support  
And guide ! Yes, though he seek to gratify



Each wish, t' enjoy each passing good this world  
Affords; yet ne'er will he know true content,  
Or permanent delight on earth. O what  
Are all the joys, the eagerly-sought joys,  
We meet with here? Like empty vapors,  
Soon they disappear, and cease to charm us more.  
How truly trivial seem the fleeting hours  
Of man's terrestrial pilgrimage, when weighed  
In the just balance of eternity!  
Almighty Father! though my erring steps,  
In the wild chase of false felicities,  
Have often strayed from thee—though I too oft  
Forsake the flowery way, to run through thorns  
And briers—still be thou with me; still let  
Thy guardian spirit hover round my path,  
To guide, protect, to succor and befriend.  
O send one ray of light divine, t' illumine  
My wandering, benighted mind. Teach me to fly  
From passion's dreaded sway, to apply my heart  
To wisdom, and the knowledge of thy vast  
And wondrous works. Bid me to shun the false,  
The fleeting meteors of this world, that lure  
But to betray. On an immortal base,  
Teach me, O God! to build my every hope,  
And pant for joys that never can expire.  
Thou hast pronounced—not in the brief delight  
The transitory objects of this world  
Afford, can mortal man find true content,  
Or lasting happiness.

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## LESSON XVIII.

THE GRAVE OF THE YEAR.—G. A. GAMAGE.

Be composed every toil and each turbulent motion,  
That encircles the heart in life's treacherous snares,  
And the hour that invites to the calm of devotion,  
Undisturbed by regrets, unencumbered by cares.

How cheerless the late blooming face of creation !  
Weary Time seems to pause in his rapid career,  
And, fatigued with the work of his own desolation,  
Looks behind, with a smile, on the Grave of the Year !

Hark ! the wind whistles rudely, the shadows are closing,  
Which enwrap his broad path in the mantle of night—  
While pleasure's gay sons are in quiet reposing,  
Undisturbed by the wrecks that have numbered his flight.  
In yon temple, where fashion's bright tapers are lighted,  
Her votaries, in crowds, decked with garlands appear—  
And, as yet their warm hopes by no spectre affrighted,  
Assemble to dance round the Grave of the Year !

Oh ! I hate the false cup that the idlers have tasted,  
When I think on the ills of life's comfortless day ;  
How the flowers of my childhood their odor have wasted,  
And the friends of my youth have been stolen away  
I think not how fruitless the warmest endeavor  
To recall the kind moments, neglected when near,  
When the hours that Oblivion has cancelled forever,  
Are interred by her hand in the Grave of the Year !

Since the last solemn reign of this day of reflection,  
What throngs have relinquished life's perishing breath !  
How many have shed the sad tear of dejection,  
And closed the dim eye in the darkness of death !  
How many have sudden their pilgrimage ended,  
Beneath the lone pall that envelopes the bier ;  
Or to Death's lonely valley have gently descended,  
And made their cold beds with the Grave of the Year !

'Tis the year that so late, its new beauty disclosing,  
Rose bright on the happy, the careless and gay,  
Who now on their pillows of dust are reposing,  
While the sod presses damp on their bosoms of clay !  
Then think not of bliss, when its smile is expiring—  
Disappointment still drowns it in misery's tear ;  
Reflect, and be wise—for the day is retiring,  
And to-morrow will dawn on the Grave of the Year !

## LESSON XIX.

## MISCELLANEOUS AND DIFFICULT SENTENCES.

“The morning bids the lark awake,  
And tune his notes of praise.”

I dare not trust you with it, so you need not trouble me any more about it.

Had I the control of him, I would make him know his place, and perform his duty better.

I saw the man take the horse from the stable, put it into the chaise, and ride away with it.

I heard Mr. Smith say, last night, that he saw the man yesterday, and told him to come to-morrow.

I admire to hear Mr. Webster speak ; his sound and lucid argument, his bold and manly eloquence, and more than all, his warm and well tried patriotism, make every hearer acknowledge his superiority as a man and a statesman.

Do you not feel the south wind blow, and see that black cloud arise ? We shall soon hear the thunder roll in startling peals. Let us make haste and seek us a shelter from the storm.

They resided four years in Boston, after which they lived seven years in Providence.

My father bought me and my sister a book, but it is not worth what he gave for it.

Water, when frozen, becomes ice, and ice, when it is exposed to heat, becomes water again.

I went to Boston last week by the railroad, and rode twenty miles an hour ; I staid there four days and returned yesterday.

He that hath ears to hear, let him hear.

Would to heaven I had known of his misfortune, I would have granted him assistance.

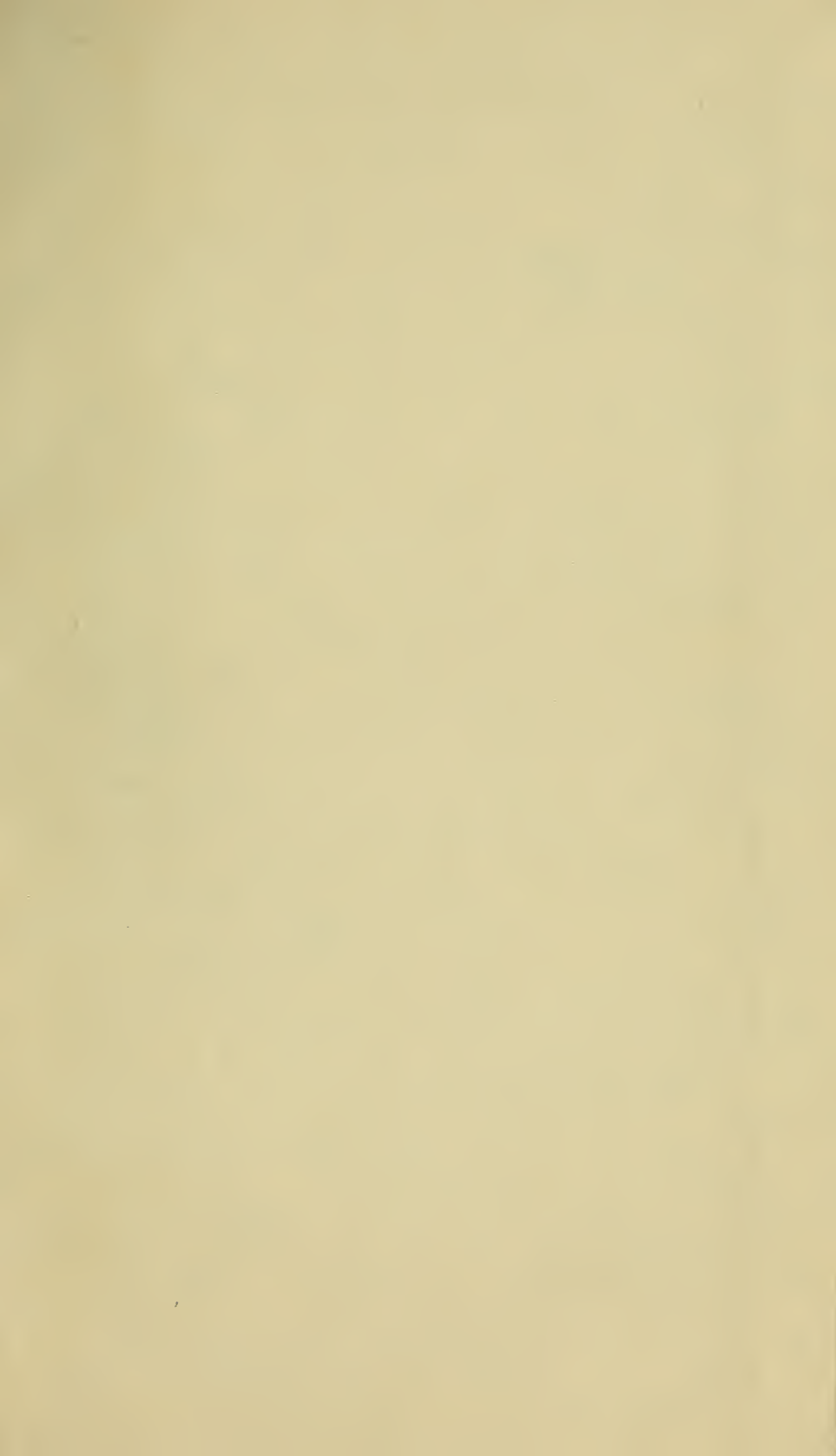
I wish to have you attend to your studies and endeavor to profit by the advantages that you enjoy.

Charles, let me see you do that again.

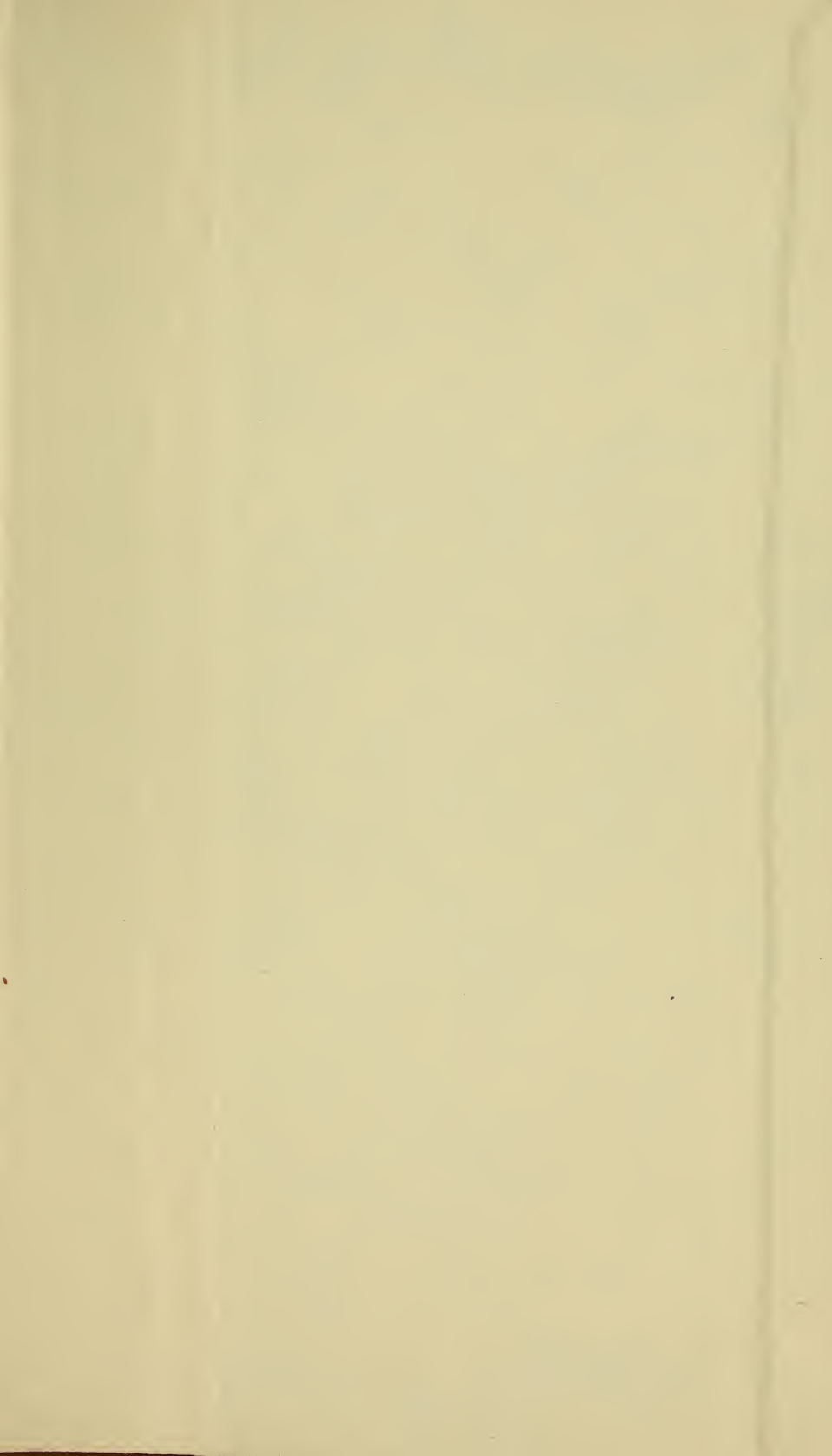
He lived the life of a christian, and has, no doubt, died the death of the righteous.

Our Father, who art in heaven, hallowed be thy name.  
Thy kingdom come. Thy will be done on earth as it is done in heaven.











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